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ABSTRACT

This survey of institutional goals of 12 Montana postsecondary institutions in one of several projects undertaken by the Commission on Post-Secondary Education to gather information on current practices and attitudes among various college constituencies. In this study, a total of 2,600 Montanans--student, faculty, administrators, trustees, and people living in college communities--gave their perceptions of what their college is (and should be) seeking to accomplish. This report is a summary of the Montana survey results. The general nature of the project and the Institutional Goals Inventory, as well as the technical details of sampling college groups and analyzing data, are described in the first chapter. The major part of the report is the second chapter, which contains 20 tables and discussion of institutional goals in terms of the responses of various college constituencies. Summary tables and commentary appear in the final chapter along with several policy questions suggested by the survey results. Appendixes include: the technical group on survey research, the Institutional Goals Inventory, the Institutional Goals Inventory statements grouped according to goal area, and guidelines for administering the goals inventory. (Author/PG)

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STAFF REPORT NO. 5

GOALS FOR MONTANA HIGHER EDUCATION: A SURVEY OF 12 ACADEMIC COMMUNITIES

Prepared for

COMMISSION ON POST-SECONDARY EDUCATION
201 East 6th Avenue
Helena, Montana 59601

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PREFACE

This survey of institutional goals of 12 Montana post-secondary institutions is one of several projects undertaken by the Commission on Post-Secondary Education to gather information on current practices and attitudes among various college constituencies. In this study, a total of 2,600 Montanans--students, faculty, administrators, trustees, and people living in college communities--gave their perceptions of what their college is (and should be) seeking to accomplish.

A statewide appraisal of institutional goals can be a valuable tool in the planning of current and future priorities in Montana higher education. The unique characteristics and contributions of each segment--university, four-year college, community college, private college--are brought into sharper focus. And, the views of all the constituencies of a college can henceforth be reflected in the policies concerning a college's overall purpose, as well as in more routine matters such as planning allocation of resources, staffing, recruitment and admissions activities.

Montana is in the forefront in statewide studies of institutional goals. There have been few attempts by state governments to tap the opinions and preferences of the variety of people associated with post-secondary institutions. Although a number of multi-campus studies of college goals have been made (e.g., Gross and Grambsch, 1968; Uhl, 1971; Peterson, 1972), California is the only state that has engaged in a survey of all its post-secondary segments and constituencies for the purpose of planning educational policy (Peterson, 1973).

This report is a summary of the Montana survey's results. The general nature of the project and the Institutional Goals Inventory, as well as the technical details of sampling college groups and analyzing data, are described in the first chapter. The major part of the report is the second chapter, which contains 20 tables and discussions of institutional goals in terms of the responses of the various college constituencies. Summary tables and commentary appear in the final chapter along with several policy questions suggested by the survey results.

The discussions are simply one set of highlights derived

from the survey results. There are many possible interpretations of the tables, depending upon one's view and position with respect to the institutions included in the survey. Specific campuses and campus groups are pin-pointed in the discussions to illustrate trends that appear in the data. In no sense are these particular colleges or constituencies being singled out as "good" or "bad", they simply proved to be distinctive with respect to other colleges or groups in terms of perceptions about a given institutional goal. The reader is encouraged to examine the tabular data and make his own conclusions.

This report and analysis was prepared at the Western Office of the Educational Testing Service. Pamela Roelfs, Senior Research Analyst, prepared the initial draft in collaboration with Richard Peterson, Research Psychologist. The tables were developed by Barbara Greenberg, Research Analyst. The Commission was fortunate to have the services of these members of the ETS staff in interpreting and analyzing the IGI data.

The Commission's Technical Advisory Group on Survey Research, whose names are listed in Appendix A, reviewed the IGI and a draft of this report. Their role was to provide suggestions and criticism and to oversee the administration of the survey at their respective units. Their assistance in this project is acknowledged and appreciated. However, the members of this committee are not responsible for the contents of this report.

The institutions of higher education provided the cooperation which made this project possible. The administrators, students, faculty and community people who completed the IGI have our gratitude for sharing their views of higher education with us.

CHAPTER I

GENERAL NATURE OF PROJECT-METHODOLOGY

Commission Objectives

In 1973, the Montana Legislature, at the request of Governor Thomas Judge, created the Montana Commission on Post-Secondary Education. The Commission was charged with "making a detailed and thorough study of post-secondary education in this state" and with providing a report to the Governor, the Legislature and the State Board of Education by December 1, 1974.

In October, 1973, the Commission adopted a final study plan. A basic principle of that plan was that the Commission's study would attempt to obtain the views of educators, students and other citizens of Montana. The study plan also specified that the Commission would attempt to determine goals, objectives and priorities for Montana post-secondary education.

Throughout its study the Commission has sought to obtain the views of Montanans on goals and other issues of post-secondary education specified in the study plan. The mechanisms utilized have included requests for letters and position papers, a series of public hearings across the state, a network of advisory committees and several surveys of specific groups of persons. The Institutional Goals Inventory is one of these mechanisms. It provides information on how major constituent groups perceive the goals of their institutions as they are and as they should be. In addition to providing information to the Commission, it also provides each participating campus with a report on the responses of its major constituent groups for purposes of self-evaluation and institutional planning. In its study plan the Commission invited all institutions of post-secondary education to conduct such self-studies concurrently with the Commission's study.

Institutional Goals Inventory

The Institutional Goals Inventory (Appendix B) was designed by Educational Testing Service to enable many different constituencies associated with a college to voice their opinions about

campus policies. Through it, students, faculty, administrators, governing board members and even community people have a way of expressing their perceptions of what their college is, and should be, seeking to accomplish. The content of the inventory is intended to encompass the concerns of a wide range of post-secondary institutions--multiversities as well as community colleges, privately-controlled as well as public institutions colleges that differ in curricular emphases, admission requirements, levels of certification, and so forth.

Two types of goal statements are included in the inventory. Some of the items reflect "outcome" goals--objectives that colleges seek to accomplish with reference to the larger society; objectives such as public service, achievement in scientific research, and certification of its graduating students with respect to job skills, attitudes, or other characteristics. Other items represent "process" goals -- on-campus objectives pertaining to the maintenance and encouragement of educational climates and processes which facilitate the accomplishment of the outcome goals.

The IGI is comprised of 90 goal statements. For each of these, the respondent indicates on a five-point scale 1) how important is the goal, presently, at the institution, and 2) how important should the goal be. Eighty of the goal statements can be analyzed in terms of 20 goal areas, four items in each area (Appendix C). The remaining ten-goal statements relate to miscellaneous issues. Also included in the inventory are several standard background questions about the respondent's age, sex, and role on campus. A college has the option of adding background questions and up to 20 goal statements of local interest.

The instrument was developed and refined by Richard Peterson and Associates at Educational Testing Service over a period of two and a half years. Two preliminary, experimental versions were pilot tested: the first in the spring of 1970 at five institutions in the Carolinas and Virginia with 1,000 respondents from several constituent groups, including off-campus people (Uhl, 1971); the second (revised) form in the spring of 1971 with 1,300 faculty and students at 10 colleges on the West Coast (Peterson, 1972).

In the spring of 1972, the final (current) version was used in California in a survey of 116 post-secondary institu-

tions and 24,000 students, faculty, administrators, trustees, and community people (Peterson, 1973). This project, perhaps the first comprehensive effort by a state government to plan higher education by seeking out the opinions of many campus groups about their college's goals, was sponsored by the California Legislature's Joint Committee on the Master Plan for Higher Education and Educational Testing Service. In many respects, the techniques used to analyze the Montana data parallel those utilized with the California study.

On the following page is an outline of the basic content covered by the inventory, with the 20 goal areas labeled. Goal area data are the basis for this report, and discussion of each area appears in the main (second) chapter.

Basic Content Covered by the IGI

OUTCOME GOALS

Instruction

1. Academic Development (acquisition of knowledge, academic mastery)
2. Intellectual Orientation (as an attitude, style, commitment to learning)
3. Individual Personal Development (of one's unique human potential)
4. Humanism/Altruism (idealism, social concern)
5. Cultural/Aesthetic Awareness (appreciation, sensitivity to the arts)
6. Traditional Religiousness
7. Vocational Preparation

Advanced Training and Research

8. Advanced Training (graduate, professional)
9. Research

Public Service

10. Meeting Local Needs (community public service)
11. Public Service (to regional, state, national, international agencies)

Higher Education and Social Change

12. Social Egalitarianism (meeting educational needs of people throughout the social system)
13. Social Criticism/Activism (toward change in American life)

PROCESS GOALS

Campus Climate for Learning

14. Freedom (academic, personal)

PROCESS GOALS (continued)

15. Democratic Governance (emphasizing structural factors)
16. Community (emphasizing attitudinal factors -- morale, spirit, ethos)
17. Intellectual/Aesthetic Environment (intellectual stimulation, excitement)

Innovation and Change on the Campus

18. Innovation
19. Off-Campus Learning

Institutional Accountability

20. Accountability/Efficiency

Data Collection

Planning for a comprehensive survey of institutional goals in Montana began in late 1973. Commission staff members met with representatives of Montana's 12 colleges and universities in early December for the purpose of discussing the general objectives of the project and exploring the feasibility of using the Institutional Goals Inventory.

All nine of the public colleges and universities in Montana and two of the three private colleges agreed to participate in the project. Rocky Mountain College had administered an experimental form of the IGI to its faculty and students in 1971-72. And, although two years separated the responses at Rocky Mountain from those at Montana's other post-secondary institutions, it was nonetheless considered worthwhile to include the earlier data from Rocky Mountain's faculty and students along with the results from the other colleges in Tables 1 through 20.

Guidelines for administering the questionnaire were approved at the December meeting (Appendix D is the complete document). These included suggestions for distributing the inventories and selecting samples to adequately represent the various constituent groups on campus and in the surrounding community. Actual distribution of the IGI, however, was left to the discretion of the local campus officials; within the guidelines, data were gathered in ways deemed most feasible at each college.

The numbers of completed questionnaires requested of each college were based on a sliding scale, with larger proportions of students, faculty, and administrators requested of the smaller institutions. Undergraduate students completing the inventory were to be representative of their respective campuses in terms of class standing, major field, and sex. Graduate students at the six colleges in the university system were also surveyed, but the numbers actually completing the inventory at each college were generally too small to warrant plotting by the individual campus; data from these students are presented only by segment in the summary tables (chapter 3).

Faculty surveyed were full-time professors except at the community colleges, where both full-time and part-time

faculty were sampled. Campus samples were structured to include faculty from all ranks and academic divisions. The samples of administrators were to include all administrators exclusive of department chairmen. In addition, all trustees (excluding ex-officio members) at the community colleges and private colleges were included in the survey.

Off-campus samples were intended to be cross-sections of the local populations. Satisfactory samples of off-campus people, however, were difficult to obtain within time and cost limitations. Furthermore, the inventory is designed for persons who possess some familiarity with colleges and universities. While surveying off-campus people, then, was difficult, their responses are nonetheless valuable as one reading of the public climate of opinion surrounding the public colleges. (Surveying local community people was optional and, in fact, not done at the private colleges.)

Institutions received the requested numbers of IGI's in early January (1974). Completed booklets from the 11 colleges were returned by mid-February to the Commission, which forwarded them to Educational Testing Service in Princeton for scoring. Within a month, each college received a 38-page score report* of IGI results for its campus. Copies of the score reports were sent to the ETS Berkeley office, where summary tables were compiled and this report was written.

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*IGI's are scored by a high-speed document optical-scanning machine. The score report for a college is a standard computer printout which comes with an interpretive guide and includes a variety of computations: percentage response distributions for the 90 goal statements and for any local option goal statements, item and goal area means and standard deviations, item and goal area discrepancy values (differences between "Is" and "Should Be" means), and rankings of goal area means. Results are reported for each constituent group as well as for the total college sample.

More than 2,600 people in Montana completed the inventory, with 82 to 397 respondents from each of the 11 colleges. The numbers of respondents in each campus constituency are listed below.

NUMBERS OF RESPONDENTS IN CONSTITUENT GROUP SAMPLES

University System:	Faculty	Undergrad. Students	Grad. Students	Administrators	Trustees	Off-campus People	Total Sample from College
Universities--							
Univ. of Montana	92	235	12	16		42	397
Montana State Univ.	82	54	35	38		75	284
State Colleges--							
Mont. Col. Min. Sci.	42	91	22	15		41	211
Western Montana	42	74	14	9		87	226
Eastern Montana	91	114	50	*		83	338
Northern Montana	60	103	20	14		100	297
Community Colleges--							
Dawson	27	81	--	10	7	93	218
Flathead Valley	75	100	--	*	8	90	273
Miles	26	60	--	6	5	33	130
Private Colleges:							
Carroll College	19	42	--	15	6	--	82
College of Great Falls	50	102	--	14	12	--	178
Total in Constituency	606	1056	153	137	38	644	
Total Number of Respondents							2634

*Less than five administrators completed the inventory, too small a group to include in the analyses.

Organization of Results

In this report the constituent group goal area mean is the basic summary statistic. For each of the 20 goal areas listed on page 4, a separate goal area mean ($GA\bar{X}$) is computed for the "Is" and "Should Be" responses of each constituent group--students, faculty, administration, trustees, and off-campus group--from each campus. A goal area mean is simply the mean of the means of the four items comprising the goal area, as shown in Appendix C.

In Chapter 2, each goal area table is organized to array the 12 colleges by constituent group so that one can readily see the variability or similarity of institutions with respect to the goal area in question. There are two separate distributions of $GA\bar{X}$ scores for each constituency: "Is" plots, representing perceptions of the present importance of the goal, are in italics; "Should Be" plots, reflecting beliefs about the desired importance of the goal, are in standard type.

In Chapter 3, the goal area means are aggregated across the campuses in a given segment--state universities, state colleges, community colleges, private colleges. Then the 20 goal areas are rank ordered for each constituent group within each segment.

Goal area means may range between 1.00 ("of no importance") and 5.00 ("of extremely high importance"). Extremely high or low $GA\bar{X}$'s, however, are rare. To maximize use of space, the tables present the $GA\bar{X}$ scores on a scale from 1.5 to 4.5. A goal area mean plotted near 2.0 indicates that the constituent group tends to perceive the goal as having (or that it should have) "low importance"; a $GA\bar{X}$ near 3.0 indicates perceptions of "medium importance", one near 4.0 indicates "high importance."

At the bottom of the tables in Chapter 2 is a series of summary statistics. These include, for each constituency, five values based on the institution (I) as the unit of analysis. Listed below are brief definitions of each entry.

N	= The number of institutions included in the aggregation; the number of plots in the column above, e.g., 12 faculties.
M(I) SB	= The mean (average) of the "Should Be" $GA\bar{X}$ scores plotted in the column above.

SD(I) SB = The standard deviation of the array of "Should Be" GA$\bar{X}$ scores plotted in the column above; an index of the variability, dispersion, or heterogeneity among the institutions in their ratings.

M(I) IS = The mean of the "Is" GA$\bar{X}$ scores plotted in the column above.

SD(I) IS = The standard deviation of the array of "Is" GA$\bar{X}$ scores plotted in the column above.

The higher the mean, the higher is the level of importance given to the goal by the constituency as a whole, e.g., by all faculty in all 12 colleges combined. The lower the standard deviation, the more homogeneity or similarity among the various campuses (for the constituent group in question).

These summary statistics should be considered with some caution. The means are based on groups from universities with doctoral programs as well as community colleges and private, church-related colleges. Likewise, the standard deviations are generally quite high since they are based on data from many types of colleges, including liberal arts colleges, institutions focusing on teacher education, an institution emphasizing science and technology, etc.

Interpreting the Tables

There are several ways to examine the 20 tables in Chapter 2. The reader might be interested in how segments of higher education differ in perceptions of institutional goals. For instance, the three private colleges, which are church-affiliated, would be expected to emphasize traditional religiousness. The two colleges with Ph.D. programs -- University of Montana and Montana State University -- would be expected to give a fairly high degree of support to the research goal.

One might also be interested in how different constituent groups rate the various goals. The patterns of conflict or agreement between students and faculty, faculty and administration, "town" and "gown", about each goal may be especially illuminating.

Using the summary data at the bottom of the tables, constituencies can be compared <u>across</u> campuses--say, all faculty from all 12 institutions contrasted with all students across all campuses. This would be the safest way to analyze the responses of constituencies in view of the small samples representing each college. Or, constituencies can be examined <u>within</u> a college to consider differences of opinion on one campus. For example, groups at one college may be practically identical in their perceptions of one goal and disagree markedly about another.

There is almost always an "Is" - "Should Be" gap. "Is" ratings are perceptions about actual situations, whereas "Should Be" ratings are aspirations, often about ideal situations. Yet, to some extent, the size of the discrepancy between the "Is" and "Should Be" $\overline{GAX}$'s may indicate how much change is desired by a constituency on a campus. For instance, if administrators at a college indicate little difference between "Is" and "Should Be" scores, they may be fairly well satisfied. If faculty and students at the same college report substantial "Is" - "Should Be" gaps, there may be some conflict on campus as to what a college is or should be seeking to accomplish.*

*We have taken .4 (of a score point) as the minimum difference between campus plots or constituency means having practical or policy significance; differences smaller than this will ordinarily not be commented upon. In this report, differences of .4 or larger will almost always be statistically significant.

CHAPTER II

CAMPUS CONSTITUENT GROUPS' BELIEFS ABOUT INSTITUTIONAL GOALS

This chapter presents the basic results from the survey. The 20 goal areas covered by the IGI are organized into seven parts as outlined on page 4, four parts dealing with student and institutional outcomes--instructional goals, advanced training and research, public service, and higher education and social change--and three parts on institutional process goals--campus climate for learning, innovation and change on the campus, and institutional accountability. A table for each goal area illustrates constituent group beliefs regarding the "Is" and "Should Be" importance of that institutional goal. A discussion accompanying each table includes a brief definition of the goal and highlights of the responses made by undergraduate students, faculty, administrators, trustees, and off-campus residents at the 12 colleges and universities in the state.

Instructional Goals

(1) Academic Development. Academic Development, or mastery of subject matter, traditionally has been a fundamental purpose of colleges and universities. As specified by the IGI, this first instructional goal area has to do with the acquisition of general knowledge in humanities, social sciences, and natural science, as well as specialized knowledge in one or more disciplines, preparation for advanced scholarly study, and maintenance of high intellectual standards on the campus.*

In Table 1 are shown the various college constituencies' perceptions of Academic Development--their views of the current ("Is") level of importance of the goal on their campus, as well as their feelings about how important this goal should be at their college. There is widespread agreement that this goal is an important one in Montana higher education. Most campus groups consider Academic Development to be at least moderately important

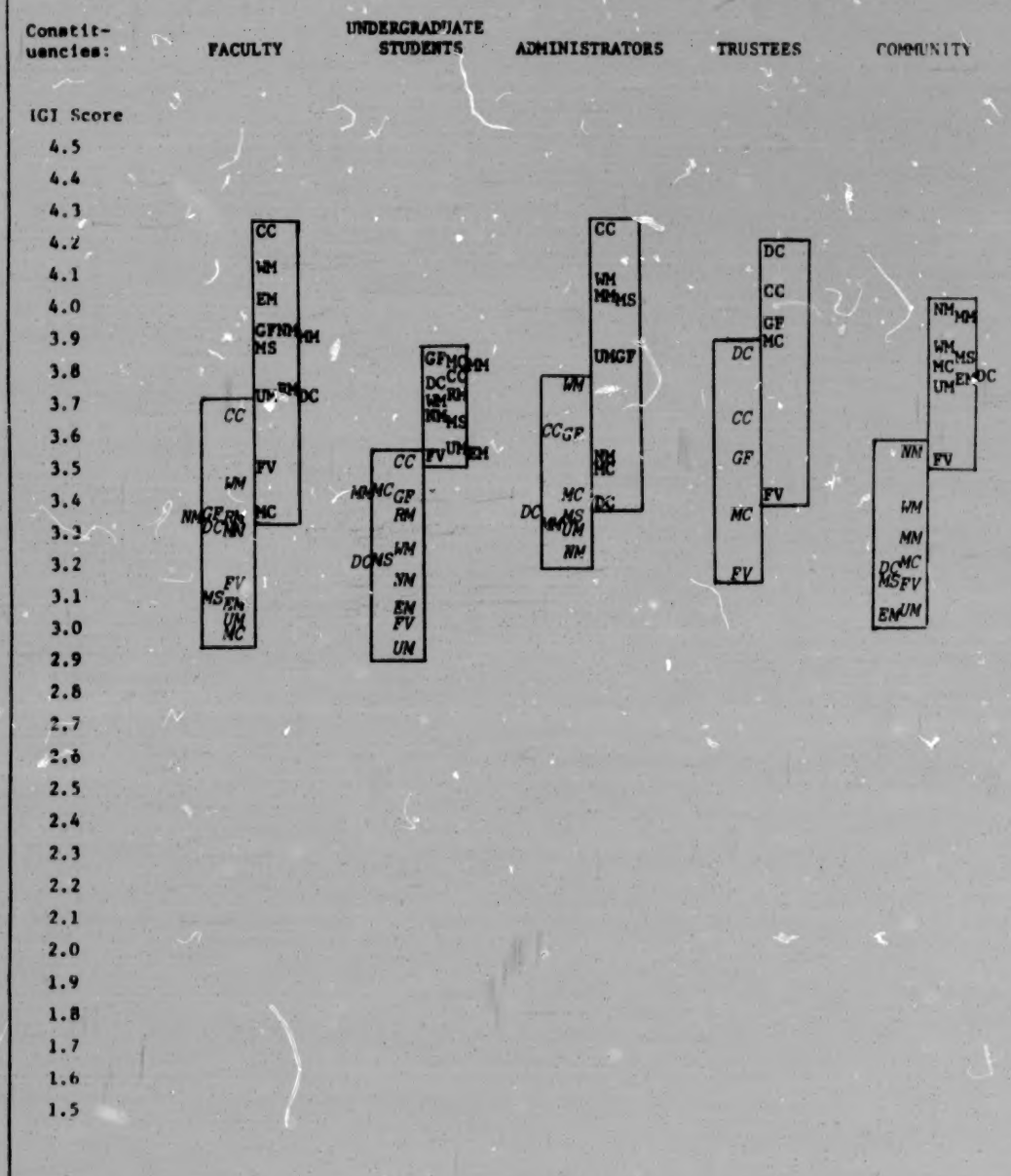
*See Appendix C for the exact wording of the four-goal statements comprising each goal area.

at their colleges, with the administrator and trustee groups giving the goal a somewhat higher "Is" rating than the other constituencies. "Should Be" ratings are even higher, with average constituent group scores just under 4.0. Students tend to be a little less enthusiastic about the goal than the other constituencies.

Looking at the variations among the segments of higher education, one sees that the goal receives relatively weaker endorsement in the two-year colleges. This seems reasonable in light of the fact that these colleges encompass a wide variety of functions, including vocational preparation, adult and continuing education, and community service. However, considerable interest in increasing emphasis on Academic Development is indicated by some of the community college groups. For example, the trustees at Dawson, in sharp contrast to the college's other constituencies, appear to be very much interested in this aspect of college instruction. Similarly, the students at Miles Community College (and its trustees) give high "Should Be" ratings compared to their faculty and administration.

A private institution, Carroll College, stands out as being a place where Academic Development is held in particularly high esteem. Its students and faculty--more than those at any other college--feel this goal is important at their college. Carroll's faculty and administrators record the highest "Should Be" ratings of any group at any campus.

Table 1 Goal Area: Academic Development



	FACULTY	UNDERGRADUATE STUDENTS	ADMINISTRATORS	TRUSTEES	COMMUNITY
N	12	12	9	5	9
M(I) SB	3.84	3.71	3.84	3.90	3.83
SD(I) SB	.23	.10	.27	.25	.13
M(I) IS	3.28	3.26	3.45	3.31	3.23
SD(I) IS	.18	.17	.16	.46	.16

UM: Univ. of Montana; MS: Montana State Univ.; MM: Montana College of Mineral Science and Technology; EM: Eastern Montana; NM: Northern Montana; WM: Western Montana; DC: Dawson College; FV: Flathead Valley Community College; MC: Miles Community College; CC: Carroll College; GF: College of Great Falls; RM: Rocky Mountain College

(2) Intellectual Orientation. Like Academic Development, Intellectual Orientation has been a traditional goal of most colleges. This goal, as defined in the IGI, concerns a positive attitude about learning: familiarity with research and problem-solving methods, ability to synthesize knowledge from many sources, capacity for self-directed study, and commitment to lifelong learning.

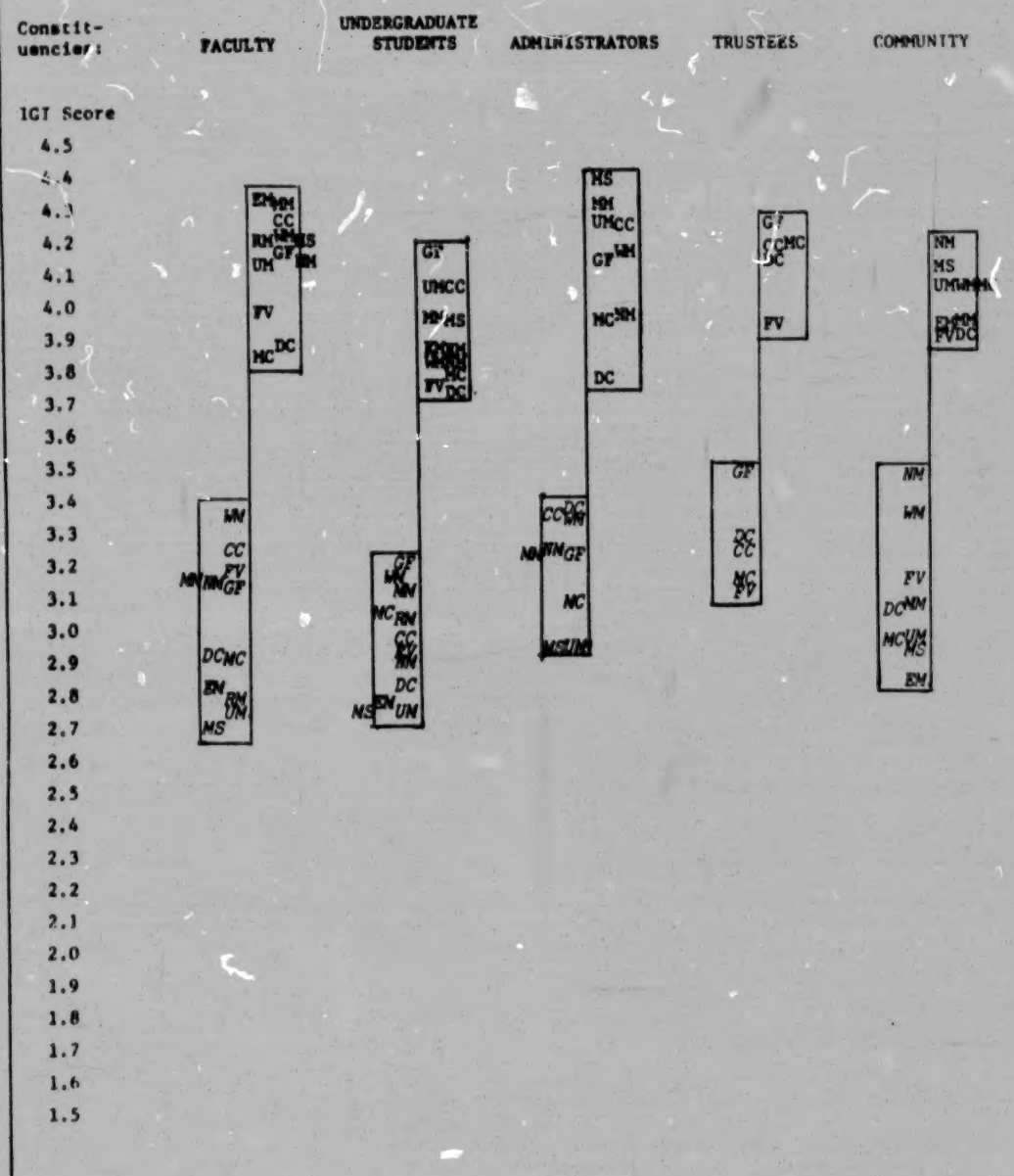
One can see in Table 2 the generally very high level of "Should Be" endorsement of the goal (scores cluster around 4.1). As with the first instructional goal, administrators and trustees are the most optimistic about the current emphasis given Intellectual Orientation, while students perceive the least attention to this goal.

There are large discrepancies between "Is" and "Should Be" ratings by all the campus groups, indicating a widely-held desire that colleges should do considerably more with this goal than they currently do. The gaps between perceptions of what is and what should be accomplished in the area of Intellectual Orientation are especially large among the respondents of the two universities and, to a lesser extent, at Eastern Montana College. The feeling appears to be widespread on these campuses that they should be doing much more to encourage the analytical and inquisitive commitment to learning. Although increased and substantial attention to this goal is desired at the community colleges, their constituent groups have the lowest aspirations of any of the four segments.

(3) Individual Personal Development. This goal is a relatively modern one. While the concept of developing and understanding one's full human potential has been associated chiefly with student personnel services and professional psychologists, it is increasingly being recognized as an appropriate higher education goal. As defined in the IGI, Individual Personal Development encompasses self-understanding, identification of personal goals and means for achieving them, development of a sense of self-worth and self-confidence, and a capacity for open and trusting interpersonal relations.

Current attention being given this goal, on the average, is perceived to be moderate, although estimates vary greatly

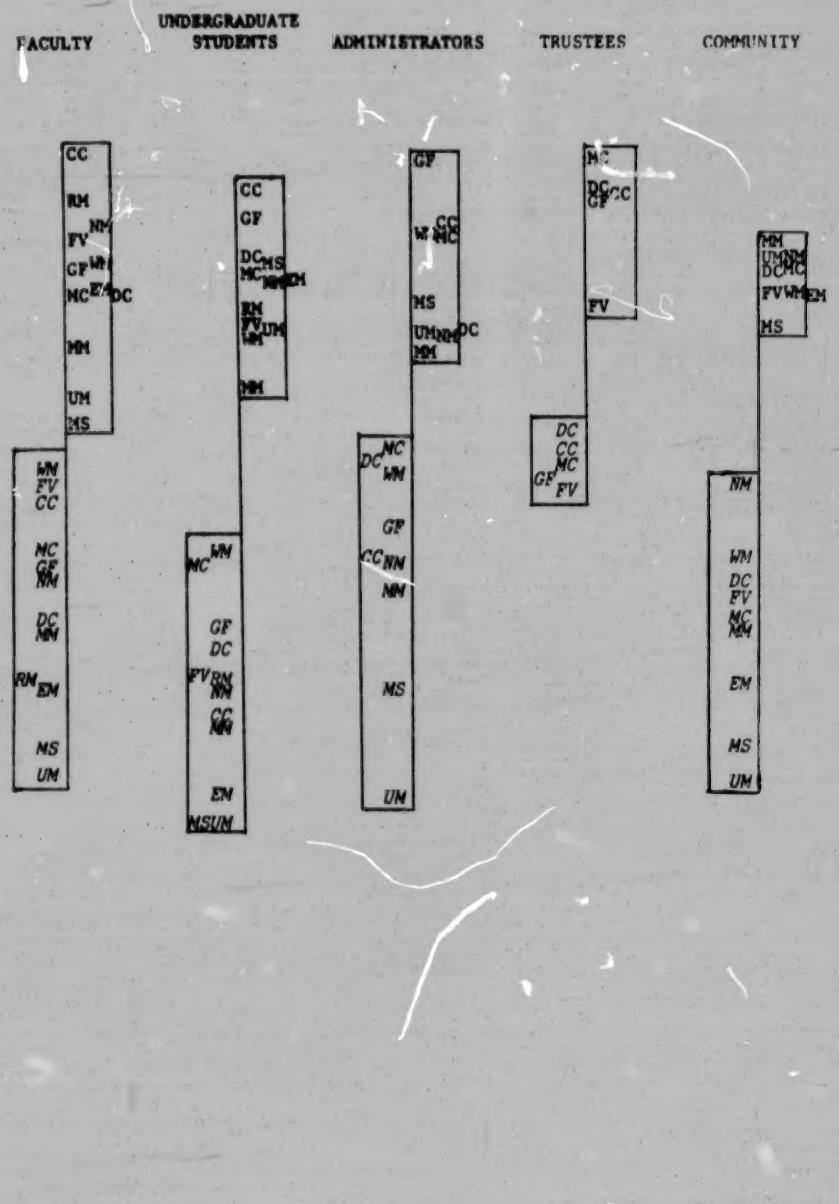
Table 2 Goal Area: Intellectual Orientation



N	12	12	9	5	9
M(I) SB	4.15	3.90	4.13	4.13	4.01
SD(I) SB	.15	.13	.21	.12	.09
M(I) IS	2.99	2.95	3.20	3.26	3.09
SD(I) IS	.20	.16	.16	.13	.19

UM: Univ. of Montana; MS: Montana State Univ.; MM: Montana College of Mineral Science and Technology; EM: Eastern Montana; NM: Northern Montana; WM: Western Montana; DC: Dawson College; FV: Flathead Valley Community College; MC: Miles Community College; CC: Carroll College; GF: College of Great Falls; RM: Rocky Mountain College

Table 3 Goal Area: Individual Personal Development



	FACULTY	UNDERGRADUATE STUDENTS	ADMINISTRATORS	TRUSTEES	COMMUNITY
N	12	12	9	5	9
M(I) SB	4.08	4.07	4.09	4.29	4.10
SD(I) SB	.22	.16	.19	.15	.07
M(I) IS	3.09	2.82	3.21	3.52	3.03
SD(I) IS	.29	.27	.34	.07	.28

UM: Univ. of Montana; MS: Montana State Univ.; MM: Montana College of Mineral Science and Technology; EM: Eastern Montana; NM: Northern Montana; WM: Western Montana; DC: Dawson College; FV: Flathead Valley Community College; MC: Miles Community College; CC: Carroll College; GF: College of Great Falls; RM: Rocky Mountain College

from campus to campus (except for trustees). "Should Be" aspirations concerning the goal, on the other hand, tend to be quite high (average ratings cluster around 4.1). Students are the constituent group perceiving the least being done with respect to development of student potential; they may be the most realistic in their assessment or the most critical. Trustees of the private and community colleges have the highest "Is" and "Should Be" estimates of any constituency.

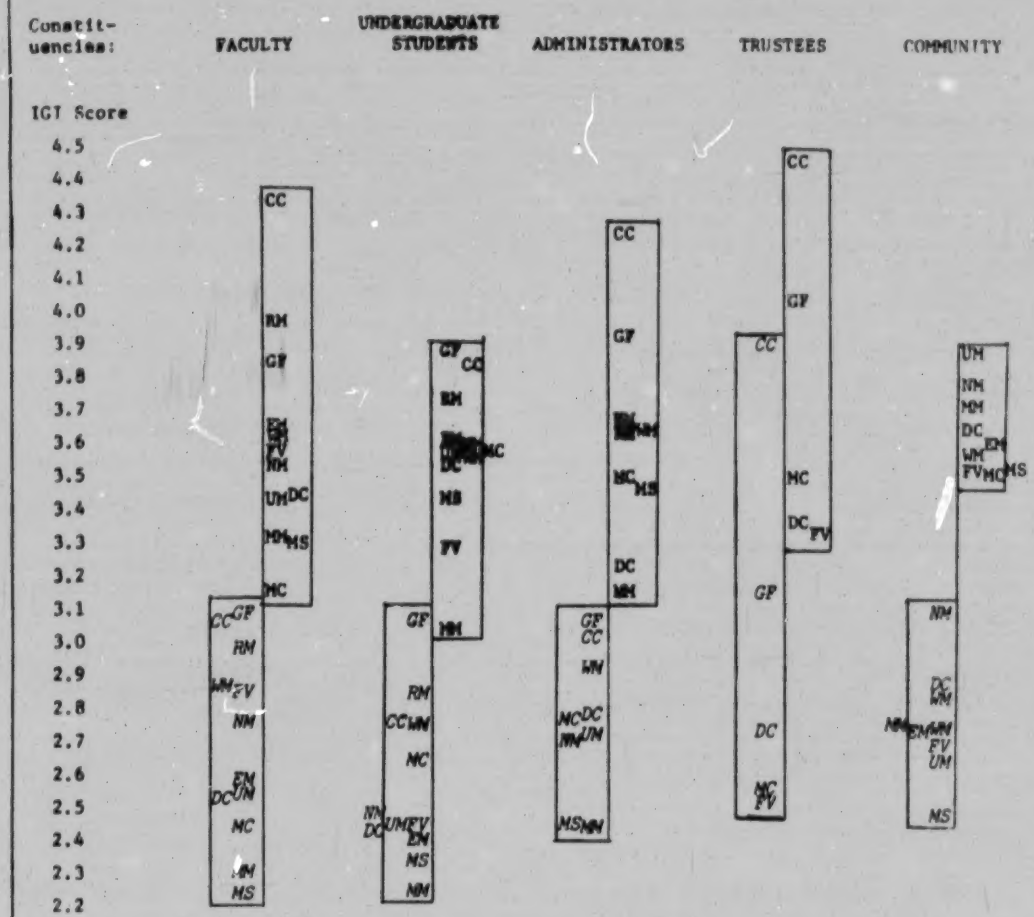
In terms of variation among segments, the strongest support for Individual Personal Development is found on the private college campuses, where faculties, students, and administrators are among the groups giving the highest "Should Be" endorsement to the goal. These religiously affiliated institutions have, perhaps traditionally, been more oriented toward development of the whole person.

All the campus groups at University of Montana and Montana State University indicate this goal is of relatively little importance at the present time. University students, particularly at Montana State University, want more emphasis given to personal development than the faculties do. In fact, it is the university faculties which give the lowest "Should Be" rating of any group associated with either campus.

In general, the state colleges and community colleges fall between the universities and the private colleges in emphasis given to this objective. Compared to the other four-year colleges, faculty and students at Montana College of Mineral Science and Technology are the least interested in Individual Personal Development as an institutional goal.

(4) Humanism/Altruism. This concept is one that is closely associated with both the liberal arts and religious functions of education. It is specified in the IGI as understanding and respect for diverse cultures, concern about the welfare of mankind, consciousness of the important moral issues of our time, and commitment to working for world peace. Humanism/Altruism "reflects the belief that a college education should mean not just acquisition of knowledge and skills, but that it should also somehow make students better people--more decent, tolerant, responsible, humane" (Peterson, 1973).

Table 4 Goal Area: Humanism/Altruism



	FACULTY	UNDERGRADUATE STUDENTS	ADMINISTRATORS	TRUSTEES	COMMUNITY
N	12	12	9	5	9
M(I) SB	3.59	3.54	3.60	3.75	3.65
SD(I) SB	.31	.21	.32	.43	.22
M(I) IS	2.68	2.56	2.77	2.96	2.74
SD(I) IS	.28	.23	.20	.52	.16

UM: Univ. of Montana; MS: Montana State Univ.; MM: Montana College of Mineral Science and Technology; EM: Eastern Montana; NM: Northern Montana; WM: Western Montana; DC: Dawson College; FV: Flathead Valley Community College; MC: Miles Community College; CC: Carroll College; GF: College of Great Falls; RM: Rocky Mountain College

Feelings about this goal area and the level of importance that it should be given vary greatly from campus to campus. In general, however, it is presently considered to be of moderate to low importance (constituency means ranging from 2.1 to 3.1). Aspirations for increased emphasis for this goal are moderate to high, with average "Should Be" ratings around 3.6. Community groups across the state are strikingly similar in their beliefs about desired importance of this goal. On-campus respondents may encounter more difficulty in deciding whether Humanism/Altruism should be an institutional goal or a matter of personal belief.

The private colleges--all three church-supported--are clearly distinctive in stressing Humanism/Altruism. Constituencies at all three colleges give the highest estimates of current attention to this goal, and they stand substantially above the other institutions in wanting the goal to be an important one on their campuses.

Students at Carroll College, like those at the other two private colleges, lead other student bodies in endorsement of this goal, but they are far outdistanced by Carroll's faculty, administrators, and trustees, who are uniquely supportive of Humanism/Altruism with "Should Be" ratings of 4.2 or higher.

Compared to the other segments of Montana higher education, respondents at the two universities along with those at Montana College of Mineral Science and Technology are relatively low in their support for this goal. Community people in Missoula and Butte are exceptional; their unusually high ratings on Humanism/Altruism ("Should Be" $\overline{GAX}$'s of 3.7), compared to the on-campus groups, suggest an interesting reversal of the more usual finding of greater support for humane values on the campus than in the surrounding community.

(5) Cultural/Aesthetic Awareness. Some conception of cultural sophistication and/or artistic appreciation has traditionally been in the panoply of goals of many private liberal arts colleges in America, perhaps especially liberal arts colleges for women. In the IGI, this goal is defined as sensitivity to, appreciation of and self-expression in a variety of art forms, required study in the humanities or arts, and exposure to forms of non-Western art.

Table 5 Goal Area: Cultural/Aesthetic Awareness

Constituencies:	FACULTY	UNDERGRADUATE STUDENTS	ADMINISTRATORS	TRUSTEES	[illegible]
IGT Score					
4.5					
4.4					
4.3					
4.2					
4.1					
4.0					
3.9					
3.8	CC				
3.7					
3.6					
3.5	RM WM		CC WM	GF	
3.4	GF EM	EM			
3.3		CC		CC	WM UM
3.2	WM FV UM MH	GF WM	GF UM MS		NM MM MS
3.1	MH	UM MS			FV EM
3.0	RM MS DC	NM EM	WM MC	GF	WM MC
2.9	GF	RN MC DC	MC DC		DC
2.8	MC	WM GF	NM MM	DC	
2.7	EM NM	MM			NM
2.6	CC FV	FV	CC DC	CC	FV
2.5	MC	MS EM NM MC		MC	EM MC UM DC MS
2.4			UM		
2.3	UM	CC UM	NM MS MM	DC	
2.2	MS DC MM	DC FV		FV MC	MM
2.1		MM			
2.0					
1.9					
1.8					
1.7					
1.6					
1.5					

N	12	12	9	5	9
M(I) SB	3.27	3.10	3.17	2.98	3.13
SD(I) SB	.27	.19	.25	.38	.10
M(I) IS	2.64	2.55	2.65	2.53	2.64
SD(I) IS	.30	.31	.27	.28	.17

UM: Univ. of Montana; MS: Montana State Univ.; MM: Montana College of Mineral Science and Technology; EM: Eastern Montana; NM: Northern Montana; WM: Western Montana; DC: Dawson College; FV: Flathead Valley Community College; MC: Miles Community College; CC: Carroll College; GF: College of Great Falls; RM: Rocky Mountain College

In general, Cultural/Aesthetic Awareness as an instructional goal is rated lower than Academic Development, Intellectual Orientation, or Personal Development. Not only do most groups consider the goal to be moderate to low in present importance (GA$\bar{X}$ scores clustering around 2.6); the gaps between "Is" and "Should Be" scores are also not large, indicating relatively little desire for increased concern with cultural sophistication or aesthetic appreciation.

The private colleges, which have strong liberal arts programs, place a higher value upon Cultural/Aesthetic Awareness than the other segments, but even their constituencies feel it should have only a moderate level of importance (GA$\bar{X}$'s around 3.5). The community colleges as a group give the lowest rating for this goal.

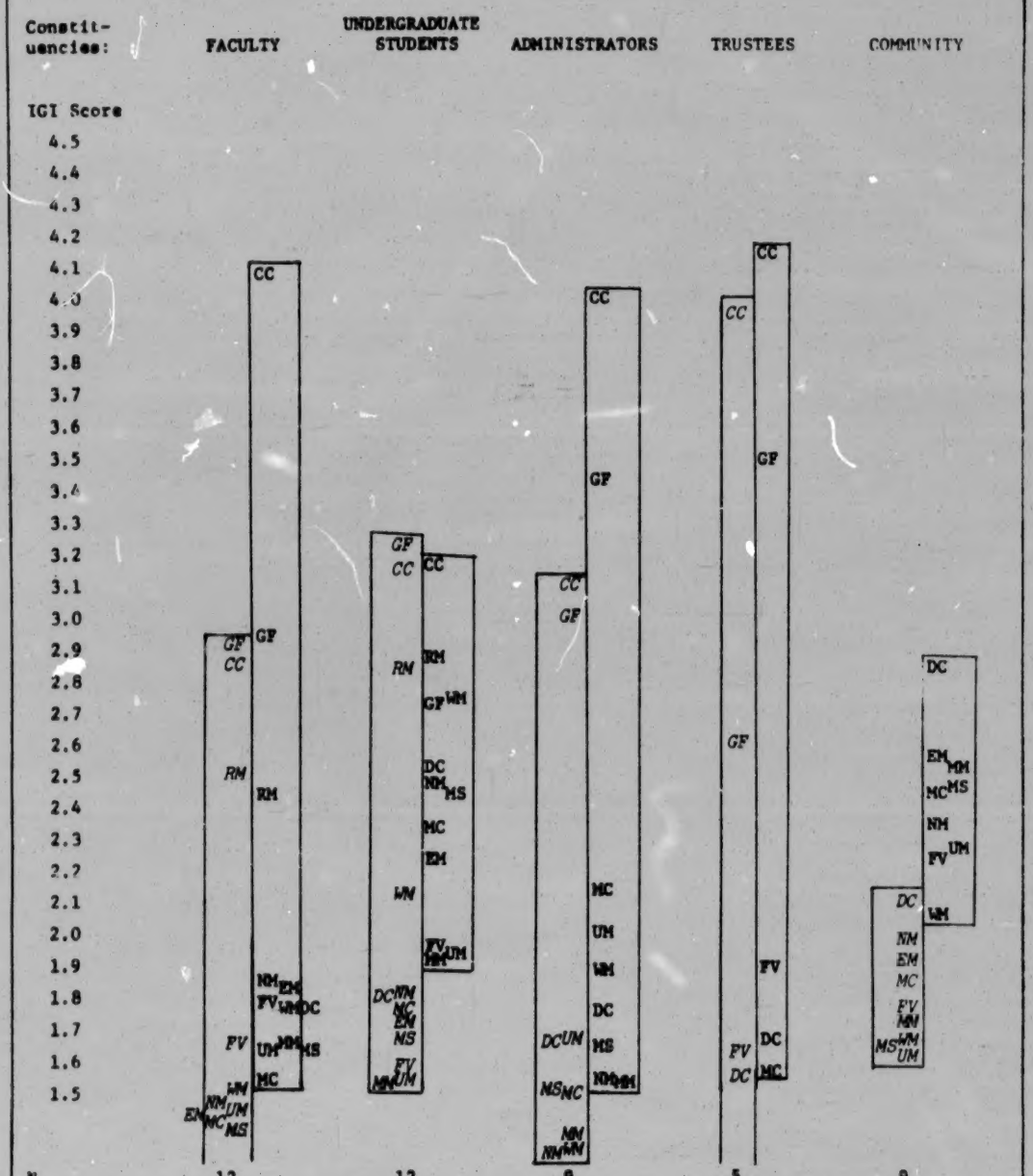
The four-year colleges traditionally strong in the science fields--Montana State University, University of Montana, and Montana College of Mineral Science and Technology--feel very little attention is being given to Cultural/Aesthetic Awareness on their campuses. Interest in having this goal become an important one at these locations appears to be only lukewarm, with faculty "Should Be" ratings of 3.0 to 3.2.

Western Montana College is unusual among the four-year colleges in its support of the goal, leading all other public colleges in every constituency in both "Is" and "Should Be" ratings of importance. A liberal arts department was recently (in 1970) established there, and the campus is located in a small town which may be dependent on the college for cultural and aesthetic activities.

(6) Traditional Religiousness. Many colleges throughout the country are affiliated with a church or religious organization. In Montana, Rocky Mountain College is Protestant-affiliated and Carroll and College of Great Falls have ties with the Roman Catholic Church. The goal area of Traditional Religiousness is detailed in the IGI to include learning a particular religious heritage, understanding and defending a theoretical position, being aware of the potentialities of full-time religious vocations, and developing dedication to serving God in everyday life.

The three church-supported colleges, of course, have high

Table 6 Goal Area: Traditional Religiousness



	FACULTY	UNDERGRADUATE STUDENTS	ADMINISTRATORS	TRUSTEES	COMMUNITY
N	12	12	9	5	9
M(I) SB	2.05	2.46	2.16	2.56	2.42
SD(I) SB	.65	.41	.74	1.06	.21
M(I) IS	1.76	1.99	1.79	2.19	1.82
SD(I) IS	.55	.53	.58	1.00	.15

UM: Univ. of Montana; MS: Montana State Univ.; MM: Montana College of Mineral Science and Technology; EM: Eastern Montana; NM: Northern Montana; WM: Western Montana; DC: Dawson College; FV: Flathead Valley Community College; MC: Miles Community College; CC: Carroll College; GF: College of Great Falls; RM: Rocky Mountain College

ratings relative to the public institutions. At Rocky Mountain College and College of Great Falls, however, the various constituencies rate this goal as only moderately important. Carroll's faculty, administrators and trustees (with 4.1 ratings) are distinctive in desiring that a very strong emphasis be given to Traditional Religiousness. Students at the three colleges and faculty at College of Great Falls and Rocky Mountain College do not want the goal to be more important than it already is; College of Great Falls students would prefer that less emphasis be accorded this goal.

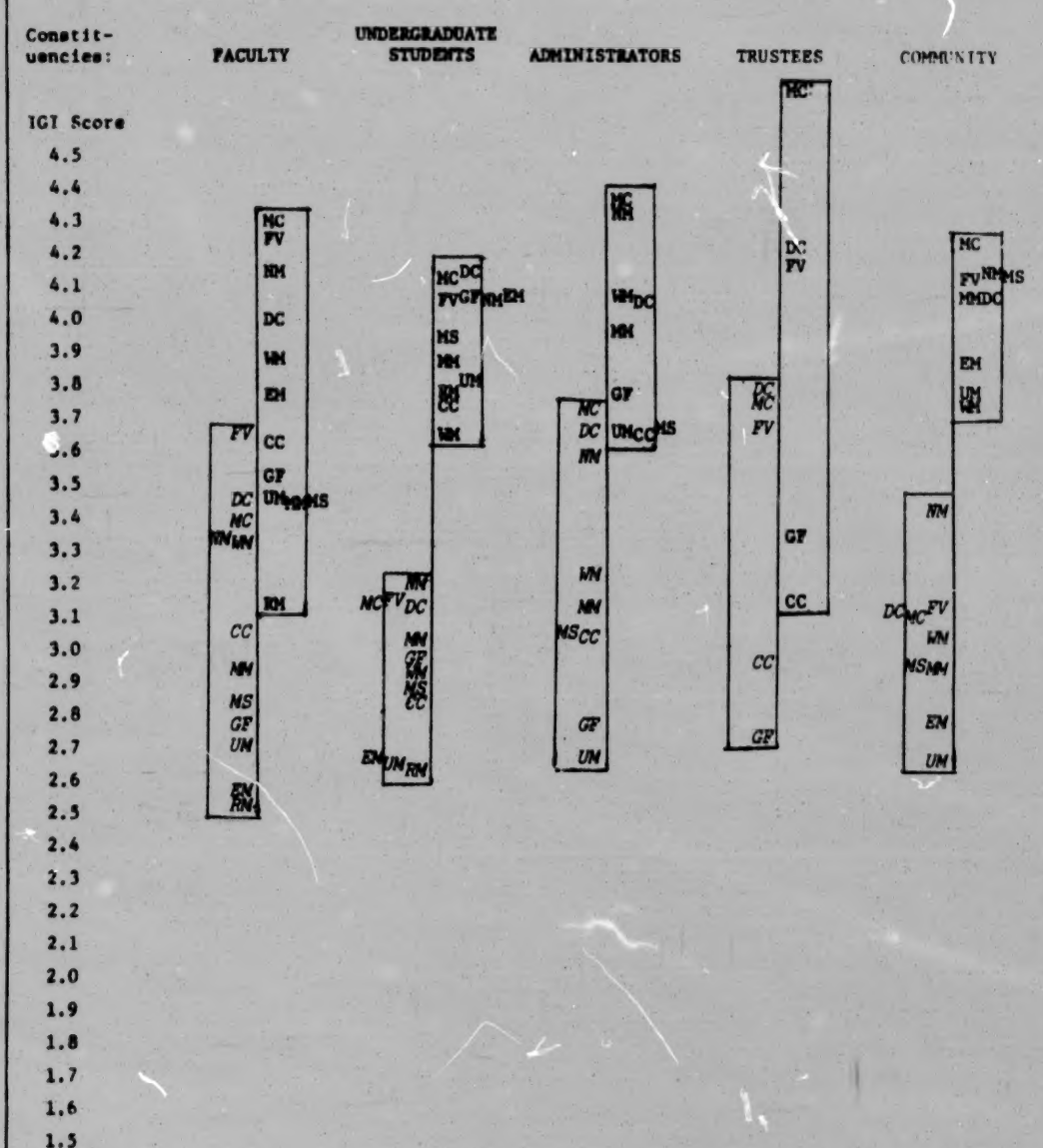
Most of the public segment constituencies consider Traditional Religiousness of no importance on their campuses, many groups giving ratings so low that they are off the table. But no constituency of any public segment believes that attention to the goal should be decreased. The somewhat higher "Should Be" evaluations, particularly among some of the student bodies and off-campus community groups, probably are related to the current popularity of Jesus movements and meditation cults among students, and to the rural locations of some of the colleges. Off-campus respondents in Glendive, for example, assign more importance to the goal than do community respondents associated with any of the other public colleges.

(7) Vocational Preparation. While colleges have always offered occupational training, activities on behalf of Vocational Preparation were spurred by the Land Grant Act of 1862 and popularized by the two-year college movement of the past twenty years. As specified in the IGI, this goal means career planning, undergraduate-level training* for specific occupations (such as accounting or nursing) including those in new or emerging career fields, and the upgrading of job skills through college coursework.

Comprehensive two-year colleges are often described as the higher education segment most responsible for Vocational Preparation. That the community colleges in Montana are in the forefront in this area is evidenced in Table 7. In general, respondents at these three colleges lead all others in their assessment of current importance on their campuses, and in desires ($\overline{GAX}$'s of 4.0 or higher) to have the goal become even more important. The high rankings are most notable among the faculty and governing board members of the institutions, and particularly at Miles Community College. All five of Miles' trustees appear to be of one mind in rating Vocational

*The next goal area, Advanced Training, concerns graduate-level training.

Table 7 Goal Area: Vocational Preparation



N	12	12	9	5	9
M(I) SB	3.74	3.85	3.96	3.92	4.02
SD(I) SB	.36	.31	.29	.58	.17
M(I) IS	3.04	2.91	3.20	3.38	3.01
SD(I) IS	.36	.21	.36	.45	.21

UM: Univ. of Montana; MS: Montana State Univ.; MM: Montana College of Mineral Science and Technology; EM: Eastern Montana; NM: Northern Montana; WM: Western Montana; DC: Dawson College; FV: Flathead Valley Community College; MC: Miles Community College; CC: Carroll College; GF: College of Great Falls; RM: Rocky Mountain College

Preparation at the top of the scale.

Among the other segments there is a great diversity in opinion about how much emphasis should be placed on this goal. Average constituency estimates of current importance are moderate, with average "Should Be" aspirations somewhat higher (3.5 to 4.1).

The private colleges are the least likely to endorse this goal, although as on every campus there are substantial "Is" - "Should Be" discrepancies--in many cases, a full score point's difference--which indicate a desire for more emphasis to be placed upon this aspect of instruction in the future.

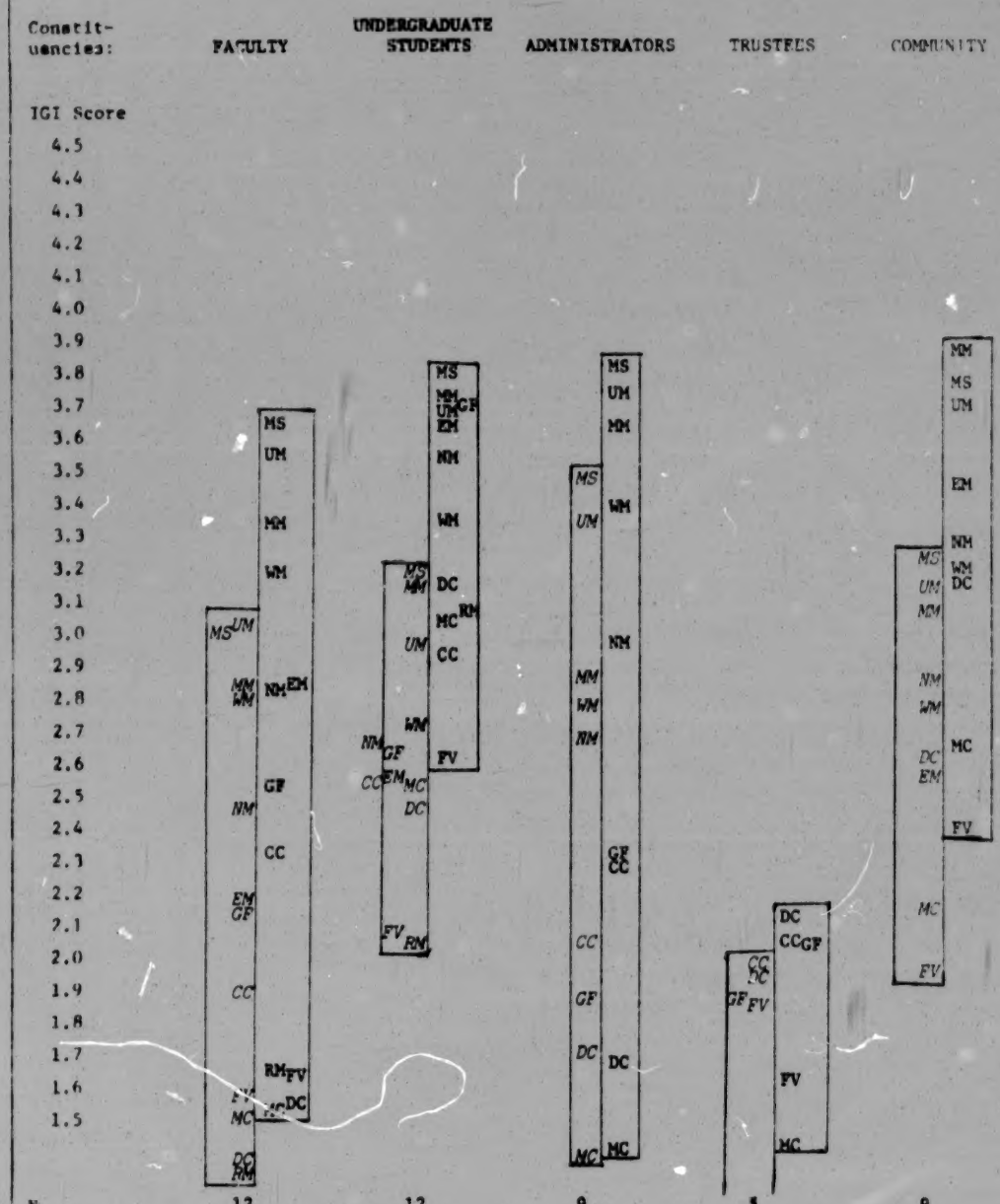
Vocational Preparation is perceived as being a relatively unimportant function at the University of Montana and at Eastern Montana College. Northern Montana College is unique among the four-year colleges in supporting this goal. Its faculty and administrators have considerably higher regard for this goal than the corresponding groups do at the other colleges, and the students and community at Northern see their college as already fulfilling this goal to a greater extent than at other campuses in the university system. Northern Montana College is the one four-year college with an extensive offering of less-than-baccalaureate programs. The widespread enthusiasm for Vocational Preparation there affirms its mission, as prescribed by law, that the college provide instruction in the ". . . mechanical arts . . . veterinary art . . . application of science and the mechanical arts to practical agriculture in the field . . . and all that relates to an efficient, modern manual training school."

Advanced Training and Research

(8) Advanced Training. This goal area focuses on graduate-level education. As conceived in the IGI, it means developing a strong and comprehensive graduate school, providing training in traditional professions such as law or medicine, offering graduate programs in such newer professions as engineering, education, and social work, and conducting advanced study in specialized problem areas through research institutes, centers, and graduate programs.

As can be seen in Table 8, there is an enormous diversity of opinion about graduate education's place in Montana higher education. Students and off-campus respondents generally are

Table 8 Goal Area: Advanced Training



	FACULTY	UNDERGRADUATE STUDENTS	ADMINISTRATORS	TRUSTEES	COMMUNITY
N	12	12	9	5	9
M(I) SB	2.54	3.34	2.79	1.84	3.28
SD(I) SB	.77	.37	.87	.29	.47
M(I) IS	2.17	2.63	2.46	1.76	2.70
SD(I) IS	.62	.34	.72	.26	.42

UM: Univ. of Montana; MS: Montana State Univ.: MM: Montana College of Mineral Science and Technology; EM: Eastern Montana; NM: Northern Montana; WM: Western Montana; DC: Dawson College; FV: Flathead Valley Community College; MC: Miles Community College; CC: Carroll College; GF: College of Great Falls; RM: Rocky Mountain College

the most enthusiastic constituencies. Ratings at the community colleges are low as expected; this goal is irrelevant for two-year institutions. Ratings are likewise low at the three private colleges, none of which has a tradition of graduate education. College of Great Falls is the one private college having graduate students,* and its undergraduate students are the only group on the campus interested in greater emphasis for this goal.

The two campuses in the university system with Ph.D. programs are, of course, relatively high in their assessment of the current emphasis on Advanced Training. Faculty and students are alike in perceiving it to be moderately important (around 3.0), with administrators having a somewhat more sanguine view of the situation (around 3.4). Likewise, these campuses are strong supporters of increasing emphasis in this area, although the emphasis they desire is not of an extremely high level--ratings range around 3.6 to 3.8.

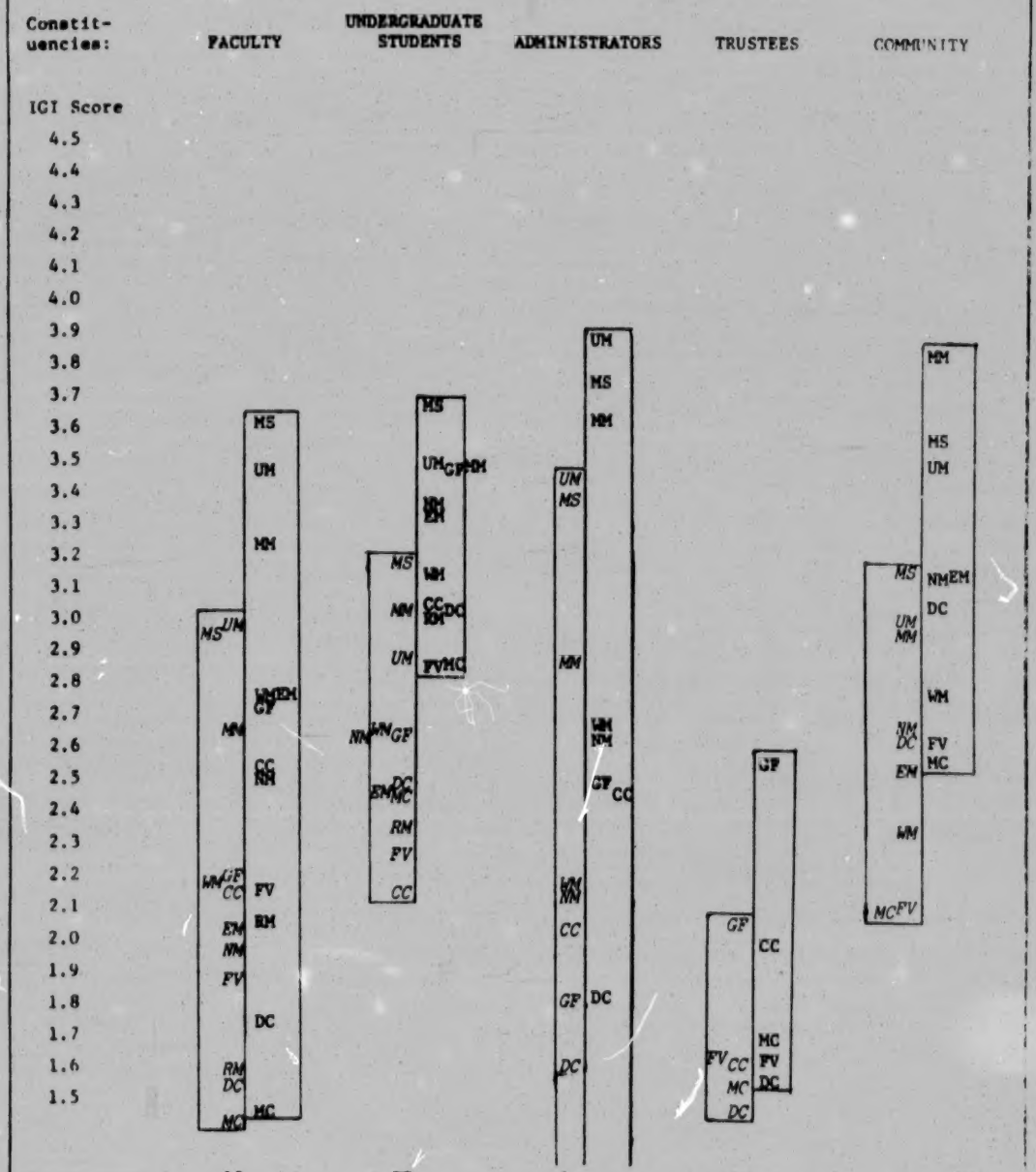
Montana College of Mineral Science and Technology, with long-established graduate programs in geology and engineering and the Montana State Bureau of Mines and Geology located on the campus, attaches high importance to graduate education compared to the other three colleges with master's degree offerings. In terms of preferred level of importance for Advanced Training, the constituencies at Montana College of Mineral Science and Technology are quite similar to those at the two Ph.D.-granting institutions.

(9) Research. Some universities are recognized as centers for specialized scientific research. The IGI describes the institutional goal of Research in terms of conducting basic research in the natural and social sciences, contributing through scientific research to the general advancement of knowledge, and performing studies for government, business, or industry. This goal area attempts to embrace both applied or problem-centered research as well as basic or pure research.

The University of Montana, Montana State University, and Montana College of Mineral Science and Technology perceive Research to be presently a much more important goal

*Students may obtain a Master of Education degree in cooperation with Montana State University.

Table 9 Goal Area: Research



	FACULTY	UNDERGRADUATE STUDENTS	ADMINISTRATORS	TRUSTEES	COMMUNITY
N	12	12	9	5	9
M(I) SB	2.57	3.31	2.71	1.87	3.13
SD(I) SB	.64	.33	.86	.36	.41
M(I) IS	2.12	2.58	2.28	1.65	2.60
SD(I) IS	.50	.30	.75	.20	.36

UM: Univ. of Montana; MS: Montana State Univ.; MM: Montana College of Mineral Science and Technology; EM: Eastern Montana; NM: Northern Montana; WM: Western Montana; DC: Dawson College; FV: Flathead Valley Community College; MC: Miles Community College; CC: Carroll College; GF: College of Great Falls; RM: Rocky Mountain College

than do the other colleges. These three institutions are the only ones in the state with large budgets for organized research. Faculty, administrators and communities of these colleges stand out in sharp contrast to comparable groups at the other colleges in rating this goal relatively high, and in expressing desires that their institutions emphasize this area considerably more than they currently do. Yet their "Should Be" scores, ranging from 3.5 to 3.8, suggest that this goal, while important, shouldn't get the top billing assigned to goals such as Intellectual Orientation, which receives "Should Be" ratings of 4.0 to 4.4. Respondents of other campuses in the university system, while registering low ratings of the importance of this goal, do indicate they'd like their colleges to become somewhat more active in the Research area than they are currently. In many cases the gaps between their "Is" and "Should Be" scores are as large as the universities'.

Community colleges, traditionally focused on teaching and practical training activities, are the least oriented toward Research as an institutional goal; some of their faculties and trustee groups give assessments so low they are off the table.

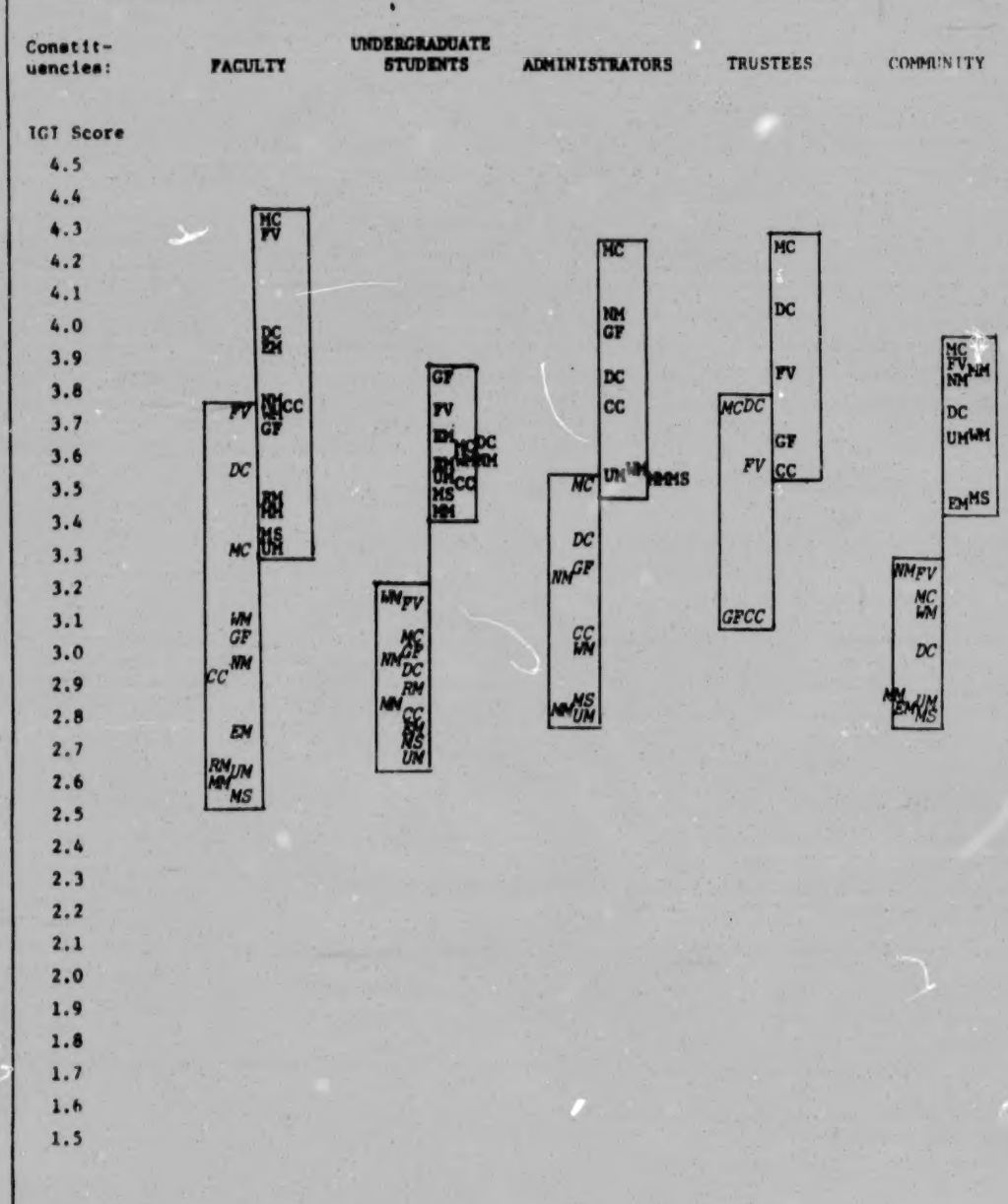
At most campuses, students and off-campus communities tend to give this goal a higher rating than faculties and administrators, perhaps because they have idealized conceptions or misunderstandings of the roles of various kinds of higher education institutions. Trustees, perhaps closest to decisions involving funds required for Research, are the constituency (at least at the private and community colleges) who give the goal the lowest priority.

Public Service

(10) Meeting Local Needs. Servicing the educational needs of the local community is a function popularly associated with the comprehensive community colleges, although such activities are also common at many four-year institutions. In the IGI, Meeting Local Needs includes providing continuing education for adults in the local area, trained manpower for local employers, contributing (through student involvement) to community-service activities, and serving as a cultural center for the community.

In general, this goal is perceived currently to be of

Table 10 Goal Area: Meeting Local Needs



N	12	12	9	5	9
M(I) SB	3.75	3.57	3.76	3.86	3.72
SD(I) SB	.32	.07	.25	.27	.17
M(I) IS	2.98	2.99	3.09	3.45	3.00
SD(I) IS	.37	.36	.24	.30	.17

UM: Univ. of Montana; MS: Montana State Univ.; MM: Montana College of Mineral Science and Technology; EM: Eastern Montana; NM: Northern Montana; WM: Western Montana; DC: Dawson College; FV: Flathead Valley Community College; MC: Miles Community College; CC: Carroll College; GF: College of Great Falls; RM: Rocky Mountain College

moderate importance in Montana higher education, with constituent group "Should Be" aspirations generally somewhat higher, around 3.7. Students as a group seem to be the least concerned with upgrading the goal.

Meeting Local Needs is seen as being most important in the community college segment, with constituencies both on and off-campus standing above other institutions in estimates of current attention given to this goal area. The faculties and trustee groups are particularly positive about the situation, with "Is" ratings of 3.3 or higher. It is likewise the community college respondents who record the highest "Should Be" scores for Meeting Local Needs. Faculties, trustees, and administrators have the strongest aspirations, particularly at Miles Community College, where they have the highest "Should Be" scores on the table (around 4.3), and also register the largest "Is" - "Should Be" discrepancies.

In the university system, the Missoula, Bozeman, and Butte campuses are the least interested in serving the educational needs of the local community. And, while the constituencies there desire some increase in attention to this goal area, they are among the lowest raters of its "Should Be" importance. Montana College of Mineral Science and Technology's off-campus respondents are an exception with relatively strong preferences and a large "Is" - "Should Be" discrepancy, indicating dissatisfaction with current efforts by the college to meet the educational local needs.

A similar discontent with college efforts in Meeting Local Needs is shown by the faculty and students at Eastern Montana College, who register substantial "Is" - "Should Be" discrepancies and report aspirations that are as high as the faculties and student bodies at the community colleges.

In the private segment, there is widespread sentiment to give this goal a higher priority; "Should Be" ratings range around 3.5. Administrators and students at College of Great Falls seem particularly interested in having the college become more involved in meeting the needs of the local community, very likely because the college* is the only higher education facility (other than a vocational-

*In fact, this college is the only one of the three church-affiliated institutions to have a continuing education division, offering approximately 50 classes each term in the evenings and on Saturdays--some on campus and some at a nearby Air Force base.

technical center) in a city of 75,000.

(11) Public Service. This goal concerns institutional efforts to meet educational needs on a regional, state, or national level. Public Service in the IGI encompasses responsiveness to regional and national priorities in planning educational programs, commitment of institutional resources to solving major social and environmental problems, assistance to governmental agencies in designing programs to deal with such problems, and provision of training opportunities for people from disadvantaged communities. Public Service, more broadly defined than the previous goal, may require long-term commitments and comprehensive program planning, whereas Meeting Local Needs often involves short-term responses by the institution to concrete demands of the local community, e.g., a course in a specific subject next term.

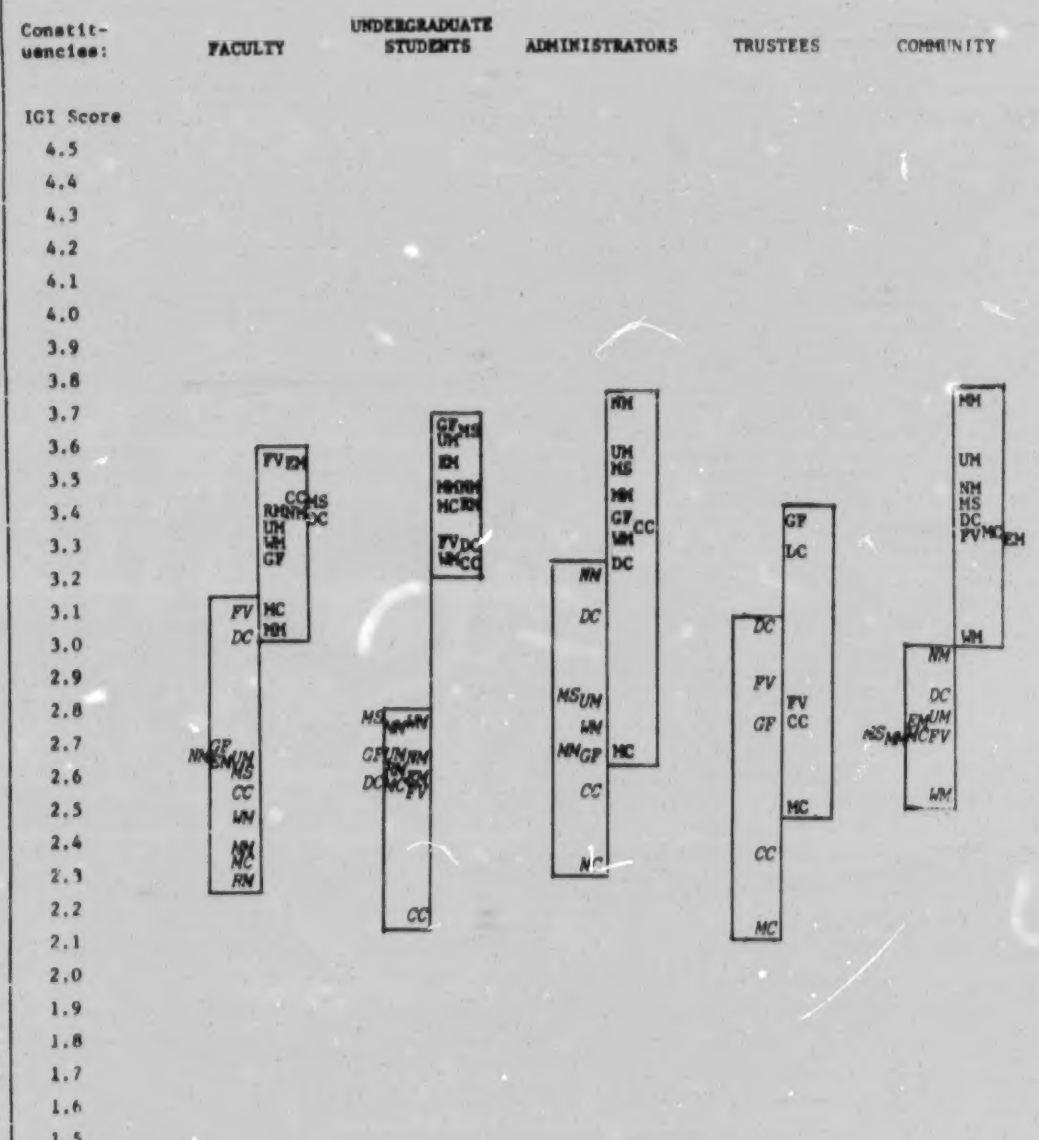
Aspirations set for this goal are moderate (around 3.4), with trustees generally less interested than the other constituencies in increasing attention to this area. Faculty, students, and off-campus groups across the campuses are fairly similar in their assessments of this area. For instance, all the student groups (except at Carroll) have perceptions of the current importance of this goal which falls in the GA$\bar{X}$ range of 2.55 to 2.75 (for a standard deviation of only .14).

With "Is" ratings of around 3.0, faculty at Flathead Valley Community College, faculty, administrators and trustees at Dawson College, and administrators at Northern Montana College lead all other respondent groups in feeling that this goal is now being accomplished on their campuses. All three of these campuses are in small towns that are somewhat isolated from large cities; colleges in such locations may have greater opportunities or pressures to think in regional terms. Finally, while one might expect the universities to be relatively engaged in broad public service activities, e.g., to the state, this seems not to be the case to any noticeable degree, nor does there seem to be much aspiration in this regard.

Higher Education and Social Change

(12) Social Egalitarianism. It has been only in recent

Table 11 Goal Area: Public Service



	FACULTY	UNDERGRADUATE STUDENTS	ADMINISTRATORS	TRUSTEES	COMMUNITY
N	12	12	9	5	9
M(I) SB	3.36	3.45	3.35	2.94	3.41
SD(I) SB	.15	.14	.28	.33	.18
M(I) IS	2.62	2.60	2.76	2.64	2.75
SD(I) IS	.23	.14	.25	.34	.11

UM: Univ. of Montana; MS: Montana State Univ.: MN: Montana College of Mineral Science and Technology; EM: Eastern Montana; NM: Northern Montana; WM: Western Montana; DC: Dawson College; FV: Flathead Valley Community College; MC: Miles Community College; CC: Carroll College; GF: College of Great Falls; RM: Rocky Mountain College

years that colleges have opened their doors to people from all social and economic backgrounds. Social Egalitarianism as an institutional goal is probably an outgrowth of national social currents, such as the civil rights and women's movements. As defined in the IGI, this goal means open admissions and meaningful education for all admitted, educational experiences relevant to the evolving interests of minority groups and women, and development of remedial programs in basic skills such as reading and writing.

In Montana, the community colleges are in the vanguard with respect to this goal. In general, Social Egalitarianism rates highest, in both "Is" and "Should Be" importance, among the constituencies of the three two-year colleges. Their faculties, with ratings of 3.75 to 4.05, are the most enthusiastic in desiring this goal be given high priority. At Miles Community College large changes are perceived to be needed, with substantial "Is" - "Should Be" discrepancies reported by faculty, administrators and trustees. In contrast, the administrators and trustees at the other two community colleges are quite satisfied with the present (high) level of attention given this goal area.

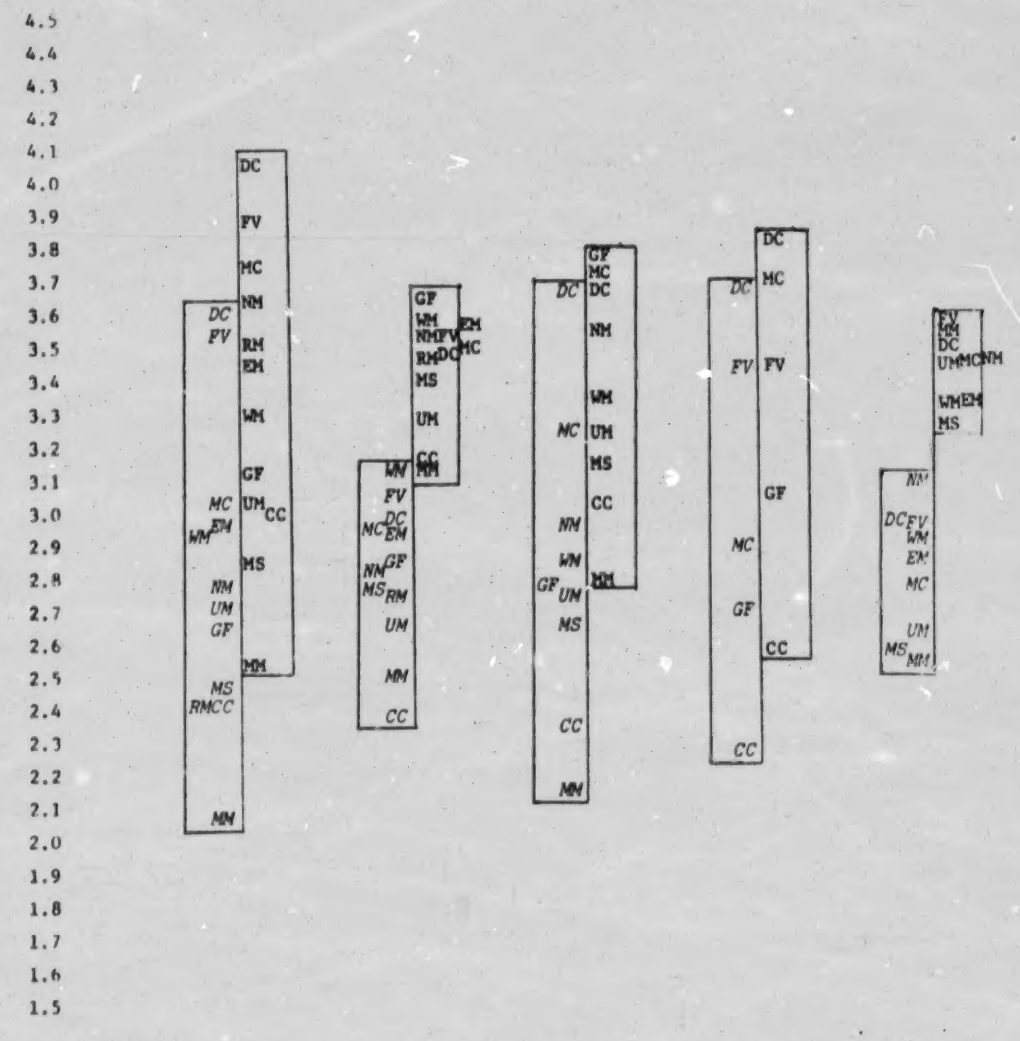
In the other segments, regard for Social Egalitarianism, in general, is moderate. The three state colleges--Eastern Montana College, Northern Montana College, and Western Montana College--have relatively high ratings. The two universities and the private colleges, notably Carroll, are less interested in the goal.

Weakest support of the goal occurs at Montana College of Mineral Science and Technology. Its faculty and administrator "Is" scores--under 2.2--are the lowest on the table, and all of the college's on-campus groups (particularly the faculty) trail behind comparable groups on other campuses in the level of importance they would prefer to attach to Social Egalitarianism. These results are probably to be expected in view of the extensive and specific high school math and science admission requirements, a curricula devoted to science and engineering, and a lower ratio of women to men (1 to 5) than other campuses (ratios average 1 to 3). Only the off-campus community there shows substantial interest (GAX of 3.5) in having the college become more egalitarian in its functioning.

In the private segment, Carroll College's constituencies

Table 12 Goal Area: Social Egalitarianism

Constituencies:	FACULTY	UNDERGRADUATE STUDENTS	ADMINISTRATORS	[illegible]	[illegible]
N	12	12	9	5	9
M(I) SB	3.34	3.45	3.35	3.32	3.44
SD(I) SB	.43	.16	.33	.45	.10
M(I) IS	2.79	2.81	2.80	2.98	2.81
SD(I) IS	.43	.21	.43	.50	.18



UM: Univ. of Montana; MS: Montana State Univ.; MM: Montana College of Mineral Science and Technology; EM: Eastern Montana; NM: Northern Montana; WM: Western Montana; DC: Dawson College; FV: Flathead Valley Community College; MC: Miles Community College; CC: Carroll College; GF: College of Great Falls; RM: Rocky Mountain College

are in agreement that Social Egalitarianism is not an important goal on their campus; "Is" ratings are 2.4 or lower, and the "Should Be" scores are among the lowest on the table. This college has the most selective admission policy in the state. The other two private colleges rate this goal higher, with College of Great Falls students and administrators giving it as strong a "Should Be" endorsement as the students and administrators at the community colleges.

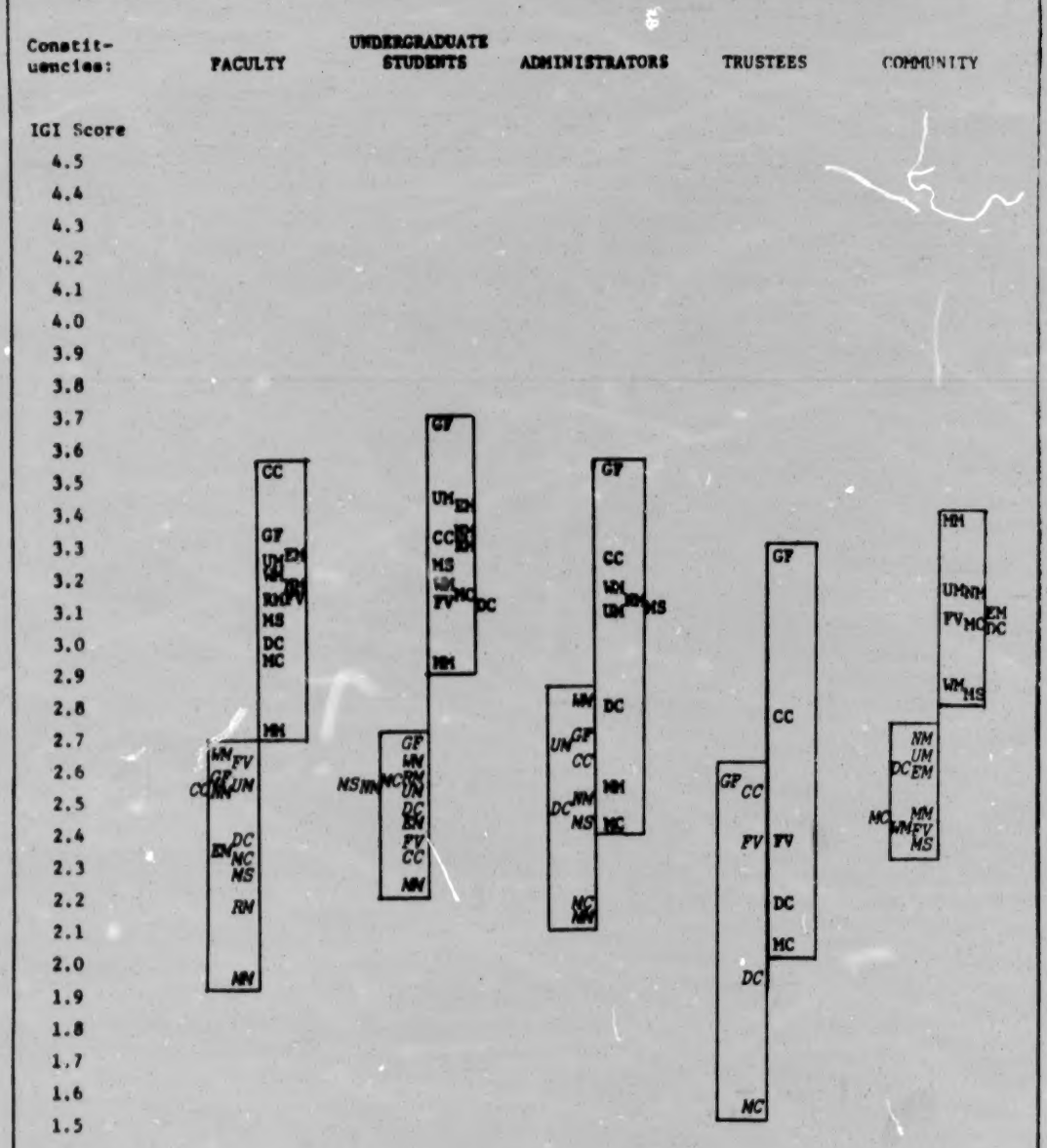
(13) Social Criticism/Activism. In the IGI, this institutional goal means providing critical evaluations of prevailing American values, offering ideas for improving social institutions, helping students learn how to bring about change in American society, and being engaged as an institution in working for basic changes in society. As a college goal, Social Criticism/Activism is a recent concept, originating with the student protest movement of the 1960's. The central idea is that the university should be an advocate or instrument for social change.

In Montana, all constituencies, across all four segments, perceive this goal to be of little importance as a campus goal, with "Is" scores clustering around 2.5. And, with constituency "Should Be" ratings averaging 3.2, most respondents are not calling for greatly expanded efforts in this regard. Trustees of the private and community colleges are the most conservative about the prospects of their institutions becoming advocates for social change. Support for the goal is strongest among the students.

Some of the groups on the private college campuses, notably faculty at Carroll College, and students and administrators at College of Great Falls, have the highest beliefs about their colleges engaging in Social Criticism/Activism.

The goal receives the lowest level of support--both "Is" and "Should Be"--by the on-campus groups at Montana College of Mineral Science and Technology, the institution least oriented toward the liberal arts. Again, as with Social Egalitarianism, there seems to be a difference of opinion between the "town" and "gown", with the Butte community leading all off-campus groups in support for Social Criticism/Activism as an institutional goal.

Table 13 Goal Area: Social Criticism/Activism



	FACULTY	UNDERGRADUATE STUDENTS	ADMINISTRATORS	TRUSTEES	COMMUNITY
N	12	12	9	5	9
M(I) SB	3.14	3.27	3.01	2.53	3.08
SD(I) SB	.19	.18	.32	.44	.16
M(I) IS	2.41	2.50	2.51	2.19	2.53
SD(I) IS	.20	.12	.22	.39	.11

UM: Univ. of Montana; MS: Montana State Univ.; MM: Montana College of Mineral Science and Technology; EM: Eastern Montana; NM: Northern Montana; WM: Western Montana; DC: Dawson College; FV: Flathead Valley Community College; MC: Miles Community College; CC: Carroll College; GF: College of Great Falls; RM: Rocky Mountain College

Campus Climate for Learning

(14) Freedom. The concept of freedom can, of course, have a variety of meanings--such as civil liberty, in the sense of freedom from external or arbitrary control, and personal liberty, such as self-determination and autonomy. In the IGI, Freedom embraces both academic and personal freedom. Specifically, it includes ensuring the freedom of students and faculties to choose their own life styles, placing no restriction on off-campus political activities by faculties or students, and protecting the right of faculties to present--and students to hear--unpopular or controversial points of view.

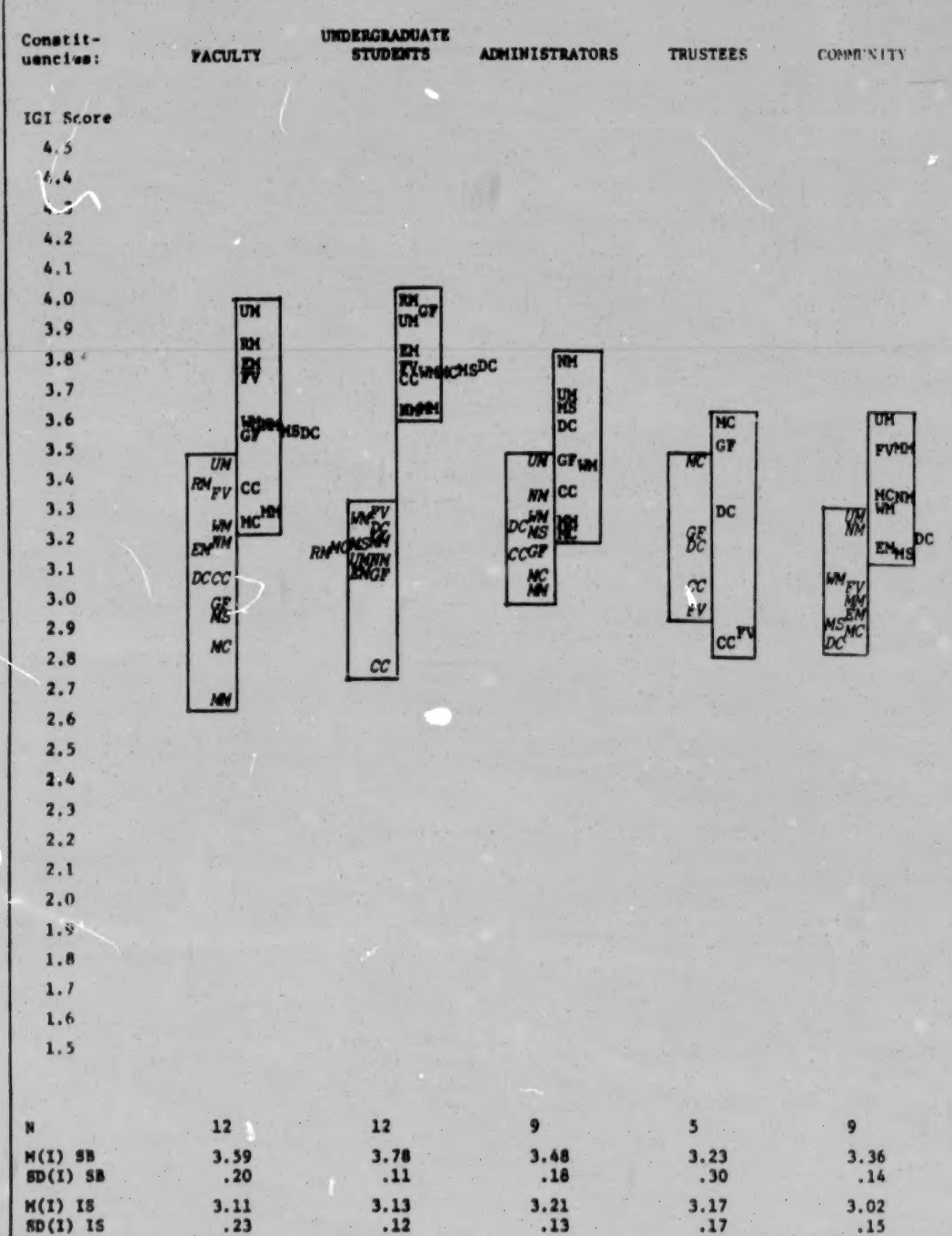
Freedom is perceived presently to have moderate importance by about all segment constituent groups; GAX's cluster around 3.0. Trustees, administrators, and off-campus groups, furthermore, seem generally satisfied with the current emphasis placed on the goal. Students are the most desirous of greater Freedom, and their aspirations, averaging about 3.8 across the campuses, are the highest of any constituency.

On campuses of the university system, University of Montana's students and faculty feel the strongest about the level of importance that should be assigned to Freedom. Perhaps the relatively higher interest at this college, compared to the other Ph.D.-granting institution, is related to its larger concentration of faculty in the liberal arts and sciences. Missoula, by slight margins, is also the most liberal of all the communities in beliefs about this goal.

Patterns of response at the other colleges are inconsistent. Perhaps of some note are the relatively low "Is" and "Should Be" ratings of faculty and administrators at Miles Community College and Montana College of Mineral Science and Technology, and the relatively high "Should Be" score of the administrators at Northern Montana College, who stand considerably apart from the other groups at the college level in the value they attach to Freedom as an institutional process goal.

(15) Democratic Governance. Most colleges have organizational structures enabling diverse elements and levels

Table 14 Goal Area: Freedom



N	12	12	9	5	9
M(I) SB	3.59	3.78	3.48	3.23	3.36
SD(I) SB	.20	.11	.18	.30	.14
M(I) IS	3.11	3.13	3.21	3.17	3.02
SD(I) IS	.23	.12	.13	.17	.15

UM: Univ. of Montana; MS: Montana State Univ.; MM: Montana College of Mineral Science and Technology; EM: Eastern Montana; NM: Northern Montana; WM: Western Montana; DC: Dawson College; FV: Flathead Valley Community College; MC: Miles Community College; CC: Carroll College; GF: College of Great Falls; RM: Rocky Mountain College

of the institution to participate to some extent in decisions concerning the campus. As defined in the IGI, Democratic Governance means opportunities for individuals to participate or be represented in decisions affecting them, campus governance genuinely responsive to the concerns of all, and decentralized decision-making arrangements by which students, faculties, administrators, and governing board members can all be significantly involved in campus governance.

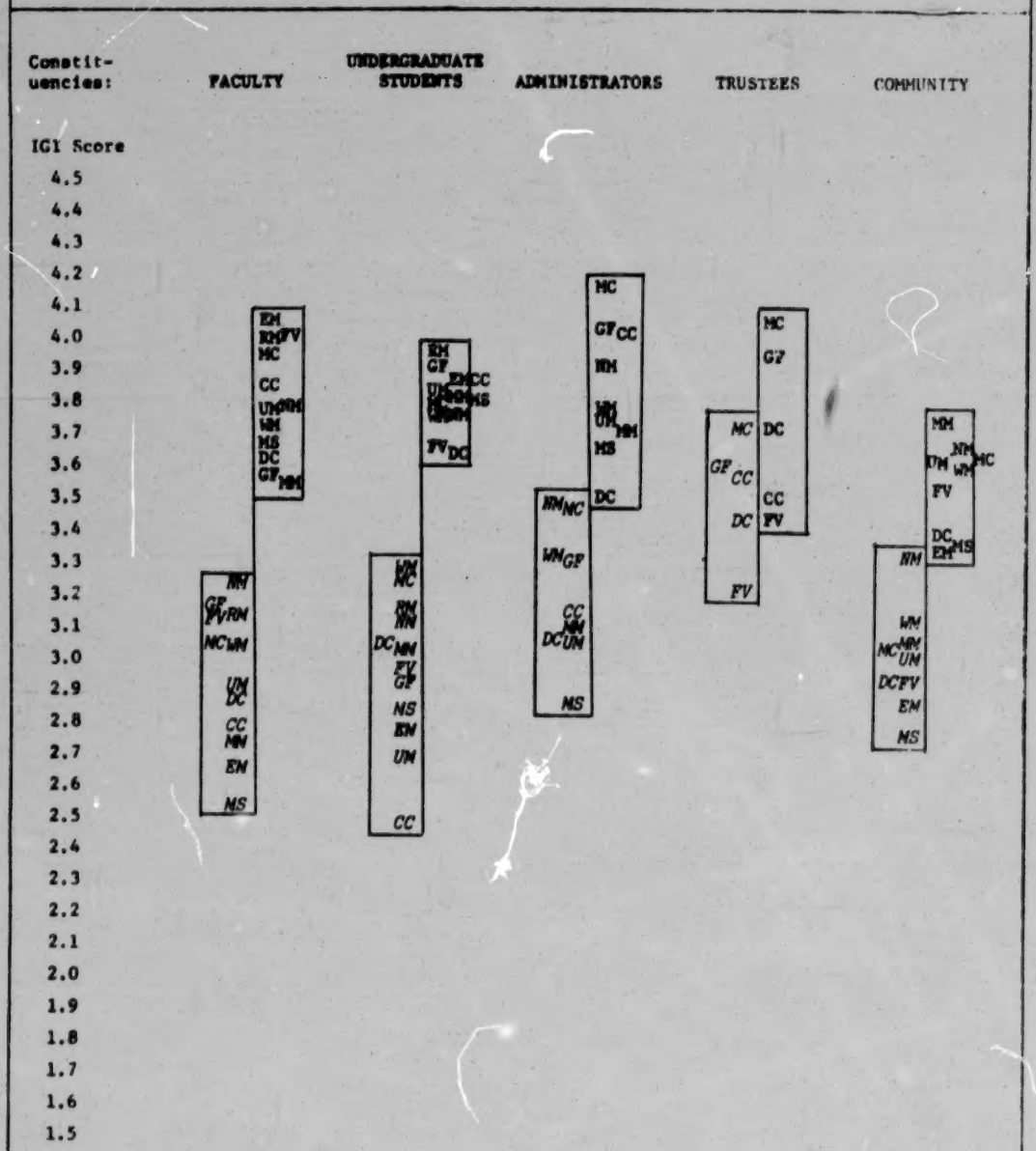
Democratic Governance is perceived to exist in Montana higher education to a moderate degree. Administrators and trustees have the most idealized understanding of the status quo; student and faculty groups tend to perceive less in the way of participatory governance on their respective campuses. This pattern has been found in other studies, and is probably related in some way to differential feelings of access to actual decision mechanisms.

All constituencies believe Democratic Governance should be accorded greater emphasis than is presently the case; "Should Be" GA$\bar{X}$'s average around 3.8. Off-campus respondents tend to be less enthusiastic than the on-campus groups, perhaps in part a legacy of the alleged "permissiveness" of the late 1960's.

Patterns of response by segment are again somewhat inconsistent. Of some significance is the extent of agreement among the on-campus groups as to the amount of Democratic Governance that would be appropriate for their campus. The various constituencies of the university system vary somewhat in their assessments of the current situation but they indicate similar "Should Be" ratings within their respective colleges. Western Montana College's on-campus groups have identical scores. Such consensus throughout a college, some might argue, ought to facilitate effective campus governance.

(16) Community. Recent trends toward multiversities and mass higher education, together with the adversary activities of students (1960's) and faculty (1970's), have highlighted the concept of community on a college campus. A sense of Community has probably always been present to some extent on most campuses, particularly small ones. The IGI defines this goal in terms of maintaining a campus climate in which communication is open and candid, differences of opinion can be aired openly and amicably, mutual respect and trust prevail among students, faculty, and administration, and faculty commitment to the goals and well-being of the college is as strong as commitment to professional careers.

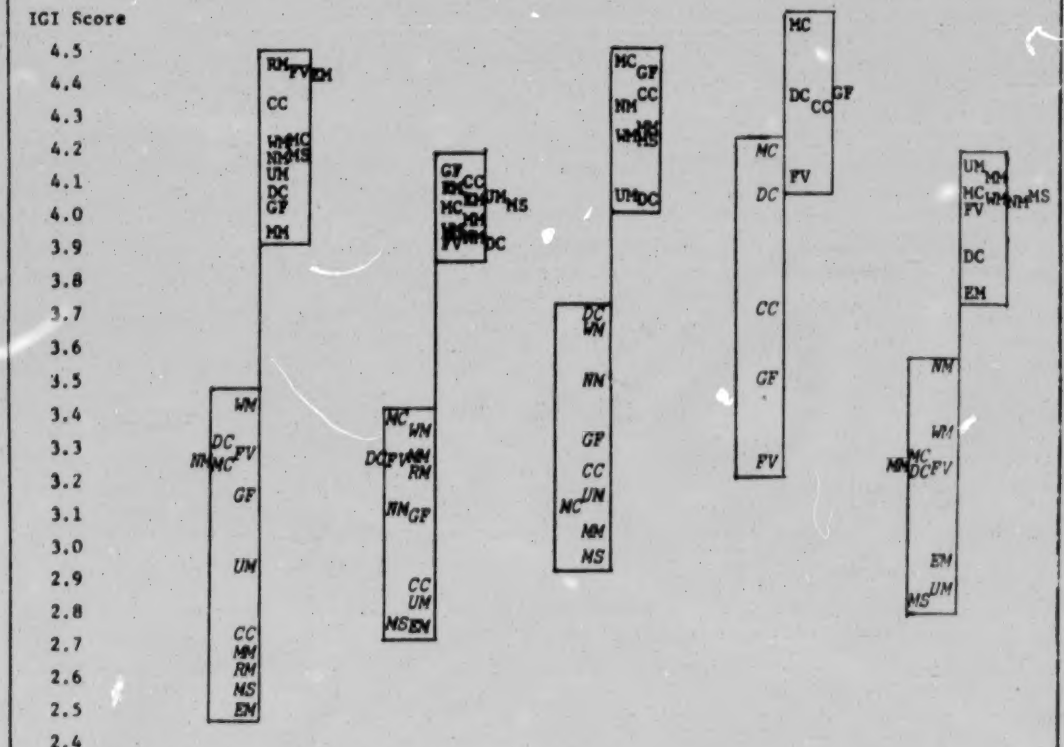
Table 15 Goal Area: Democratic Governance



N	12	12	9	5	9
M(I) SB	3.75	3.80	3.83	3.72	3.55
SD(I) SB	.27	.09	.20	.24	.13
M(I) IS	2.94	2.96	3.20	3.51	3.00
SD(I) IS	.27	.23	.19	.17	.15

UM: Univ. of Montana; MS: Montana State Univ.; MM: Montana College of Mineral Science and Technology; EM: Eastern Montana; NM: Northern Montana; WM: Western Montana; DC: Dawson College; FV: Flathead Valley Community College; MC: Miles Community College; CC: Carroll College; GF: College of Great Falls; RM: Rocky Mountain College

Table 16 Goal Area: Community



	FACULTY	UNDERGRADUATE STUDENTS	ADMINISTRATORS	TRUSTEES	COMMUNITY
N	12	12	9	5	9
M(I) SB	4.21	4.02	4.27	4.35	4.01
SD(I) SB	.16	.08	.14	.16	.11
M(I) IS	2.98	3.11	3.30	3.75	3.16
SD(I) IS	.33	.23	.25	.35	.22

UM: Univ. of Montana; MS: Montana State Univ.; MM: Montana College of Mineral Science and Technology; EM: Eastern Montana; NM: Northern Montana; WM: Western Montana; DC: Dawson College; FV: Flathead Valley Community College; MC: Miles Community College; CC: Carroll College; GF: College of Great Falls; RM: Rocky Mountain College

In general, there are substantial differences across groups and institutions regarding the present level of community on the respective campuses. Faculties tend to report the lowest estimates of existing Community; the ratings of administrators and especially trustees are markedly higher and one may wonder where the "reality" of the matter really is.

Community is a goal that most everyone would be expected to value, and, indeed, every constituency across every campus indicates it should be highly important; no "Should Be" goal area mean is under 3.8. Faculty, administrators and trustees at several of the campuses feel the goal should be "extremely important", with ratings clustering around 4.5. Trustees and administrators mostly desire a greater sense of Community. Interestingly, students, who make much the same "Should Be" assessment regardless of campus (an S.D. of only .076), and also off-campus residents, are slightly less enthusiastic in their "Should Be" ratings than the constituencies having long-term work ties with a college.

Community appears more manifest (presently) at the smaller colleges. Faculties, students, and off-campus respondents in the community colleges--all having small enrollments--are remarkably similar in their high "Is" ratings of Community compared to the other segments. The respondents both on and off-campus at four-year colleges with relatively few students--Western Montana College and Northern Montana College--also sense a high degree of this open, trusting climate already existing on their campuses. Students at Rocky Mountain College and Montana College of Mineral Science and Technology, both four-year colleges with small student bodies, perceive moderate levels of Community on their campuses, while all groups associated with the three largest campuses--University of Montana, Montana State University, and Eastern Montana College, perceive relatively low levels (presently) of campus community.

Faculties of Eastern Montana College and Rocky Mountain College seem especially concerned to change what they perceive to be inadequate campus climates; of all the constituencies at these two institutions, the two groups of professors see the least importance presently being given to Community, but are the most desirous of a greater emphasis for the goal. The discrepancy--almost two full score points -- suggests the possibility of serious demoralization among the professors at these two colleges.

A similar discrepancy between "Is" and "Should Be" ratings occurs with University of Montana's (and also Montana College of Mineral Science and Technology) off-campus group, which perceives relatively little of an amicable, trusting climate at University of Montana (compared to the off-campus groups at the other colleges); at the same time, their "Should Be" ratings are the highest of any community group.

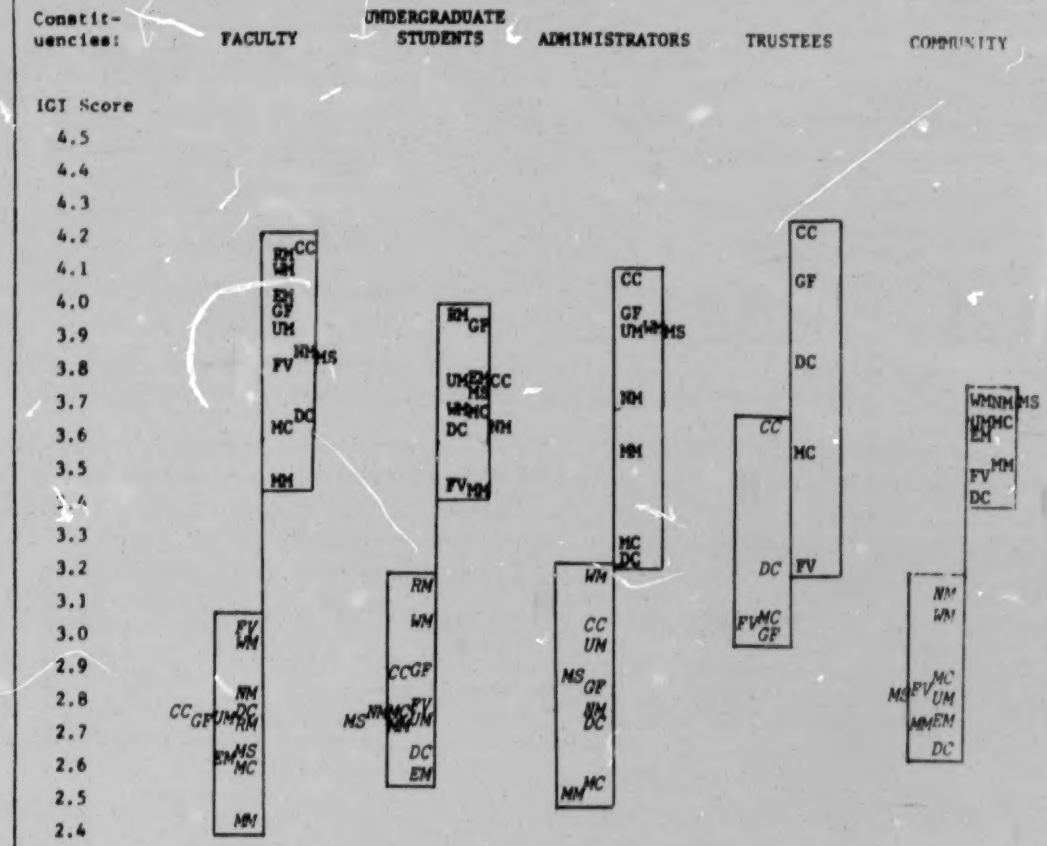
(17) Intellectual/Aesthetic Environment. While over the years a few colleges have been proclaimed as models of especially intellectually exciting campuses,* a great many institutions strive to offer their faculty and students a stimulating environment in which to teach and learn. In the IGI, Intellectual/Aesthetic Environment means a rich program of cultural events (lectures, concerts, art exhibits), fostering informal interactions between students and faculty who would spend much of their free time in intellectual and cultural activities, and a campus widely known as an intellectually exciting and stimulating place.

Faculty as a whole appear to be both the most pessimistic (GAX of 2.7) about the current environment and also the most desirous (GAX of 3.9) of increasing the importance of Intellectual/Aesthetic Environment. Such a campus climate (or the lack of one) may affect the long-term working and living conditions of faculty members more than of any other group associated with a college. Trustees have a particularly idealized image of the current status of this goal, which may be due partly to wishful thinking and partly to removal from day-to-day contact with their respective colleges.

The off-campus communities are homogeneous in their assessments of how stimulating a place their local college is or should be; all kinds of public colleges and universities should be about equal in this regard, according to the respective community groups. With respect to "Is" perceptions, the off-campus groups associated with Northern Montana College and Western Montana College feel that their campus environments are particularly good. These colleges are located in

*For instance, see Burton Clark, The Distinctive College: Antioch, Reed, Swarthmore.

Table 17 Goal Area: Intellectual/Aesthetic Environment



N	12	12	9	5	9
M(I) SB	3.91	3.73	3.77	3.76	3.66
SD(I) SB	.17	.14	.29	.37	.12
M(I) IS	2.74	2.81	2.83	3.20	2.87
SD(I) IS	.15	.16	.21	.22	.14

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small towns where local communities might be expected to be more dependent upon the college for intellectual stimulation than in larger cities which may have other cultural and intellectual resources. Off-campus groups at the community colleges, all located in small towns, do not sense quite the same Intellectual/Aesthetic Environment existing on their campuses, however.

This goal is relatively important in the private colleges, especially for the professors ("Should Be" GAX's around 4.0). Similarly, administrators and trustees at Carroll College and College of Great Falls lead other colleges in their aspirations for intellectually stimulating environments. Among students, Rocky Mountain College reports both the highest "Is" and "Should Be" scores of any of the 12 undergraduate student bodies.

In general, the community colleges are the segment least concerned about Intellectual/Aesthetic Environment as an institutional goal. This is especially true of the administrators at Miles and Dawson and the trustees at Flathead Valley. Priorities at the community colleges clearly lie in other, more practical, domains.

The two universities give middle-of-the-road ratings, both "Is" and "Should Be", compared to the other institutions. Their administrators and off-campus respondents are the only groups (compared to similar constituencies at other campuses) with relatively high desires that this goal become more important.

Among the public four-year colleges, Western Montana College's faculty, administrators, and off-campus groups have relatively high perceptions of the current situation, and their "Should Be" beliefs are also high. (This is the one campus in the university system giving strong support to Cultural/Aesthetic Awareness as an institutional goal.) In contrast, constituencies at Montana College of Mineral Science and Technology give a low estimate of the goal's current importance, and they report relatively little desire to make it important. The striking difference between the two colleges is undoubtedly related to their different curricular emphasis, and to the type of students and faculty each attracts.

Innovation and Change on the Campus

(18) Innovation. As defined in the IGI, Innovation

includes experimentation with different methods of evaluating and grading student performance, new approaches to individualized instruction such as totorials, flexible scheduling and student-planning of programs, and procedures to facilitate curricular or instructional innovations--in other words, building a campus climate in which continuous educational innovation is accepted as an institutional way of life.

The general "Is" assessment of this goal is moderate to low, with considerable variation from one institution to another. Desires to increase the level of Innovation, however, are fairly strong throughout the state, with constituent group "Should Be" scores averaging around 3.6. The off-campus groups are the least interested in increased campus innovation.

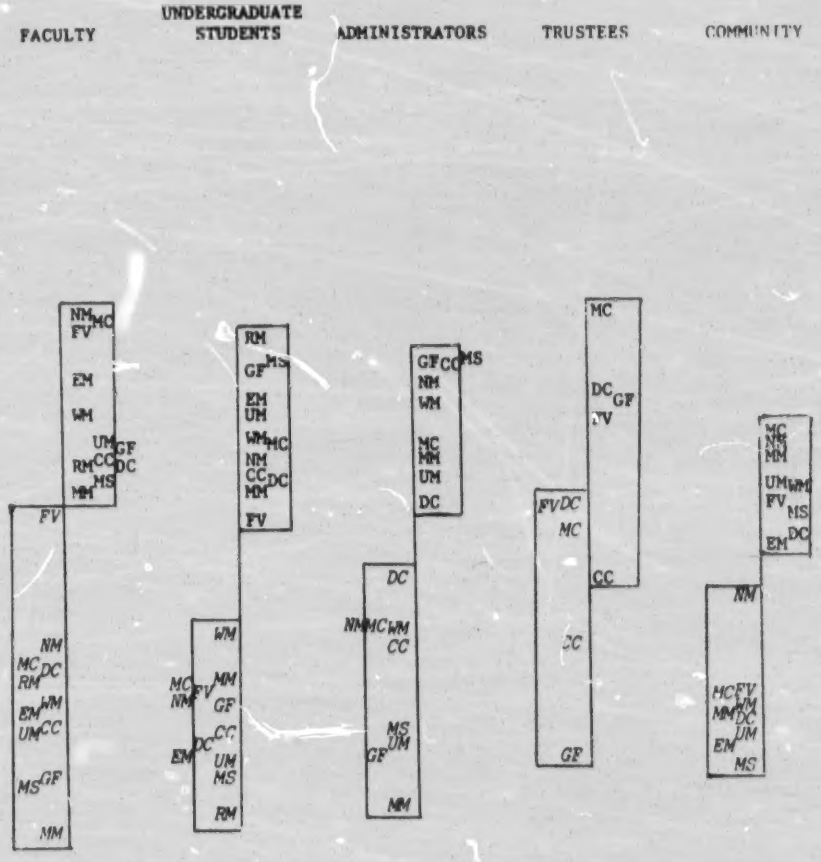
Trustee groups in the community college segment perceive a relatively high level of Innovation existing on their campuses. Similarly, Flathead Valley Community College's faculty leads all other faculties in considering the goal currently to be fairly important (3.3)--as important as the college's students and off-campus respondents think it should be. At Miles Community College there is a strong desire for Innovation, voiced particularly by its trustees and supported by relatively high "Should Be" ratings from faculty and off-campus residents.

Relatively little Innovation is perceived at the universities and at Montana College of Mineral Science and Technology. At Montana State University, the on-campus groups differ noticeably in their interest in innovation: the faculty reports low interest while the students and administrators report high interest.

The relatively high "Is" and "Should Be" support by faculty and off-campus groups at Northern Montana College may be attributable to Northern's diversity in degree and certificate offerings and strong extension programs.

The private college segment evidences surprisingly little interest in innovation. Faculty, administrators, and trustees at the College of Great Falls are notably low in their estimates of the current level of Innovation there. At Carroll College, the administrators seem to be the only constituency on the campus who want changes. Rocky Mountain College students, with the lowest "Is" perceptions and the highest aspirations of any student body, may be questioning some of the college's traditional customs such as required chapel attendance and mandatory on-campus residence. (Curiously, the faculty at

Table 18 Goal Area: Innovation



N	12	12	9	5	9
M(I) SB	3.64	3.61	3.64	3.62	3.42
SD(I) SB	.19	.16	.15	.25	.11
M(I) IS	2.78	2.71	2.83	3.12	2.77
SD(I) IS	.24	.15	.22	.29	.14

UM: Univ. of Montana; MS: Montana State Univ.; MM: Montana College of Mineral Science and Technology; EM: Eastern Montana; NM: Northern Montana; WM: Western Montana; DC: Dawson College; FV: Flathead Valley Community College; MC: Miles Community College; CC: Carroll College; GF: College of Great Falls; RM: Rocky Mountain College

Rocky Mountain College has a relatively positive perception of the college's current level of innovation.)

(19) Off-Campus Learning. This goal, as specified in the IGI, includes awarding degrees solely on the basis of performance on examinations or for supervised study done away from the campus, encouraging students to acquire academic credit through actvities off campus (such as a year of study abroad or work-study arrangement), and planning with other colleges to enable students to study on several campuses. Extension programs, a common element of colleges and universities, have tended to offer classes on campus for non-students; however, applying credit earned through extension toward a college degree is difficult and often impossible. This goal of Off-Campus Learning means more flexible learning arrangements that do not restrict the college-level learner to actual physical presence on a campus or in a college classroom.

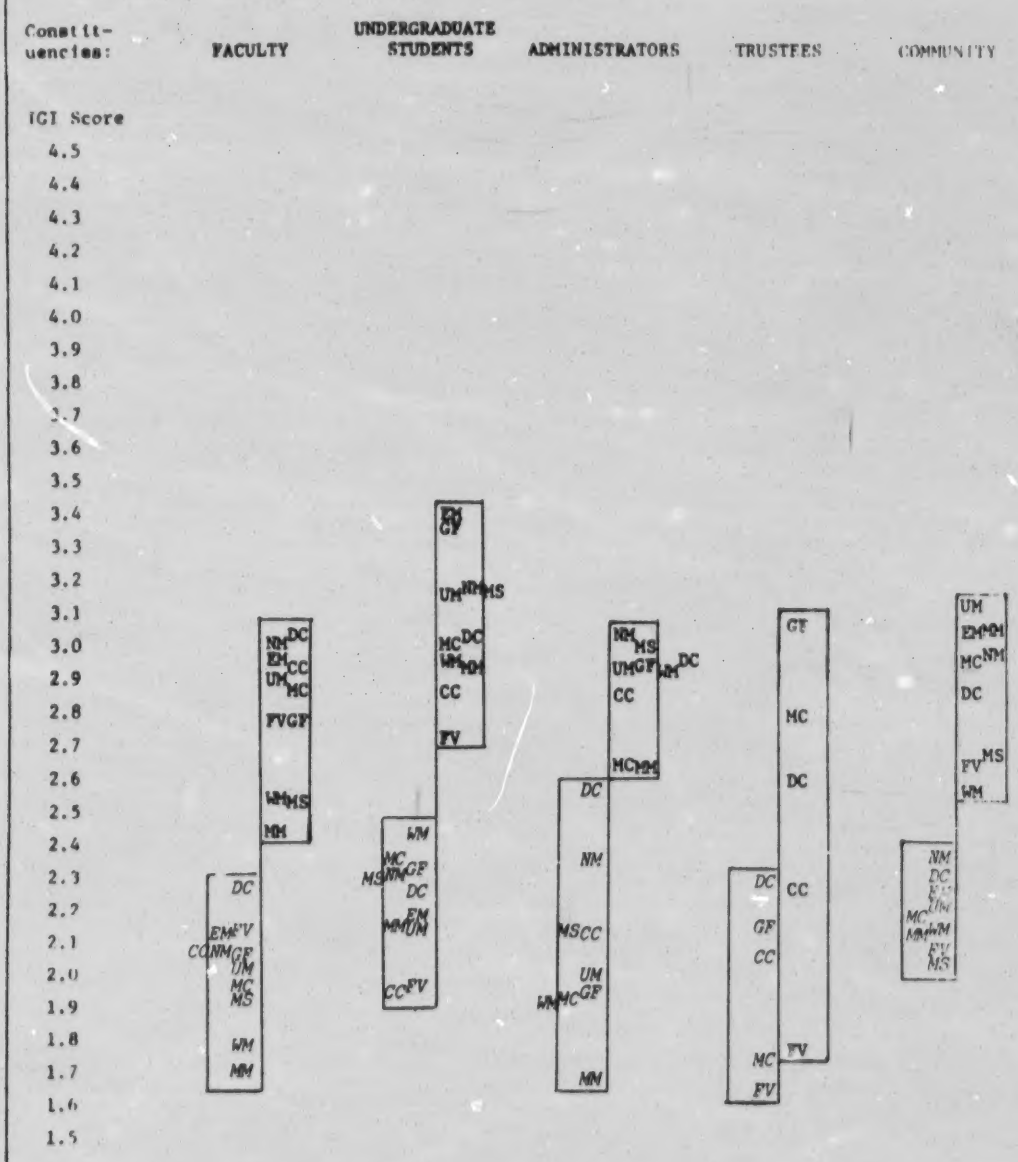
Very little importance is presently attached to this goal at Montana's post-secondary institutions.* Faculty, administrators, and trustee "Is" ratings cluster around 2.0.

As for the extent to which this goal should be emphasized, no constituency considers Off-Campus Learning to be more than moderately important. Trustees of the private colleges and two-year colleges are the least enthusiastic, and they as a group foresee the least change necessary with respect to this goal. Students, with the highest aspirations for the goal, are the constituency that stands to profit most by increased innovations in this area.

Students at College of Great Falls and Eastern Montana College have unusually high aspirations (3.4), the highest on the table. Both colleges are located in larger cities (Great Falls and Billings) where there are probably more opportunities for formal learning situations away from the campus (such as job internships or practice in museums). Of some encouragement to the students at the College of Great Falls may be the fact that the trustees there are stronger supporters of this concept than trustees at the

*This goal area was not included in the experimental form of the IGI administered to Rocky Mountain faculty and students.

Table 19 Goal Area: Off-Campus Learning



	FACULTY	UNDERGRADUATE STUDENTS	ADMINISTRATORS	TRUSTEES	COMMUNITY
N	11	11	9	5	9
M(I) SB	2.60	3.07	2.86	2.51	2.88
SD(I) SB	.20	.17	.16	.45	.19
M(I) IS	2.01	2.22	2.07	1.99	2.19
SD(I) IS	.15	.13	.24	.25	.10

UM: Univ. of Montana; MS: Montana State Univ.; MM: Montana College of Mineral Science and Technology; EM: Eastern Montana; NM: Northern Montana; WM: Western Montana; DC: Dawson College; FV: Flathead Valley Community College; MC: Miles Community College; CC: Carroll College; GF: College of Great Falls; RM: Rocky Mountain College

other private and two-year colleges.

The faculties at Western Montana College, Montana State University and Montana College of Mineral Science and Technology are especially disinclined to have their institutions operate off-campus learning activities. Their views to some extent are reinforced by the relatively low ratings by administrators at Montana College of Mineral Science and Technology and off-campus groups at Montana State University and Western Montana College.

Support for the goal is inconsistent in the community college segment. Dawson College's faculty leads all other faculties in "Is" and "Should Be" perceptions. Flathead Valley Community College's students and trustees register the lowest "Is" and "Should Be" ratings in their respective constituencies, with the trustee groups' preference for "Should Be" importance (1.8) lower than most respondents' perceptions of existing importance of the goal.

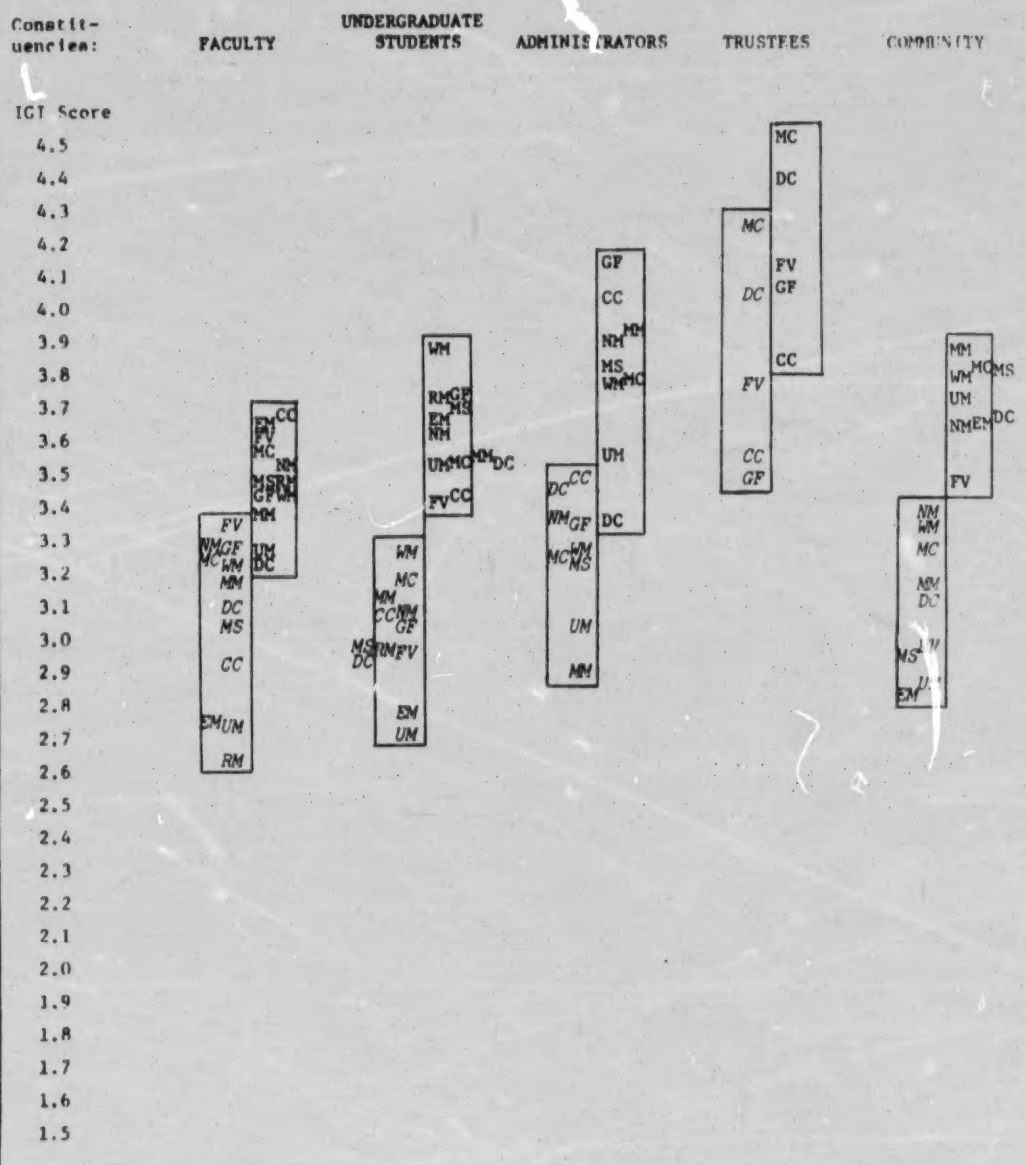
Institutional Accountability

(20) Accountability/Efficiency. This goal, in IGI terms, includes application of cost criteria in decisions about academic and non-academic programs, concern for efficiency in college operations, accountability to funding sources for the effectiveness of college programs, and regular provision of evidence that the institution is actually achieving its stated goals. This is also a relatively new goal conception, owing in large part to increasing demands on the public dollar and the desire for solid results in return for expenditure of public monies.

The perceived importance of accountability and efficiency in Montana higher education is clearly evident. Trustees, for whom the goal may be a decision-making tool, give much higher ratings--both "Is" (3.8) and "Should Be" (4.2) to this goal, than do the other constituents. The highest ratings are given by the community college governing boards. In general, the trustees seem satisfied with the high level of importance they perceive Accountability/Efficiency to be presently accorded.

Administrators, the middlemen between the policymakers, faculty and students, are the next highest in

Table 20 Goal Area: Accountability/Efficiency



	FACULTY	UNDERGRADUATE STUDENTS	ADMINISTRATORS	TRUSTEES	COMMUNITY
N	12	12	9	5	9
M(I) SB	3.49	3.60	3.79	4.19	3.73
SD(I) SB	.14	.11	.23	.24	.11
M(I) IS	3.06	3.01	3.26	3.82	3.10
SD(I) IS	.23	.15	.18	.29	.19

UM: Univ. of Montana; MS: Montana State Univ.; MM: Montana College of Mineral Science and Technology; EM: Eastern Montana; NM: Northern Montana; WM: Western Montana; DC: Dawson College; FV: Flathead Valley Community College; MC: Miles Community College; CC: Carroll College; GF: College of Great Falls; RM: Rocky Mountain College

judging the importance of this goal. Faculty and students are relatively less concerned with this goal; their estimates of current ("Is") importance are, on the average, moderate; their aspirations, averaging 3.5 to 3.7, are not much higher. Faculties as a group, for reasons not hard to fathom, are the least desirous of expanded accountability measures.

All the respondent groups--including administrators--at the University of Montana are relatively low in their estimates of both the current and desired importance of accountability on their campus, suggesting a kind of insulation which the other campuses perhaps don't feel.

Among the other public four-year colleges, Eastern Montana College's respondents--faculty, students, and off-campus people--also perceive relatively little being done in this goal area on their campus, but the faculty there is quite interested in making Accountability/Efficiency a more important aspect of college functioning.

Faculty/administration disagreement in beliefs about Accountability/Efficiency are obviously significant for morale and effective campus functioning. There may be the potential for internal strife, for example, at Montana College of Mineral Science and Technology. The faculty there seems to be satisfied with the emphasis placed on this goal, with almost identical "Is" and "Should Be" ratings, whereas, the administrators perceive less being presently done in this area and desire much more change--a full score point's difference between "Is" and "Should Be" ratings. A similar situation exists at College of Great Falls where faculty and administration perceive the current situation similarly, but with the administration attaching a much higher "Should Be" importance to the goal than the faculty.

CHAPTER III

SUMMARY AND IMPLICATIONS

Overview and Summary Analyses

More than 2,600 people associated with Montana's colleges and universities recorded, through the Institutional Goals Inventory, what they believe their respective institutions are, and should be seeking to accomplish. These perceptions of students, faculty, administrators, trustees, and people living in college communities were gathered by the Montana Commission on Post-Secondary Education (1) as input to a review of higher education statewide, and (2) to facilitate internal self-study of institutional goals by each campus.

The Inventory encompasses 13 "outcome" and seven "process" goal areas. Methodological aspects of distributing the IGI and analyzing the data are set forth in the first chapter. Pursuant to guidelines set by the Commission, each campus was responsible for surveying its own on-campus groups and, at the public colleges, samples of local residents. The data were then analyzed and reported back to the campuses and the Commission by Educational Testing Service.

In the second chapter the basic results of the project are presented according to type of goal. For each of 20 goal areas, 12 campuses--including two universities, four state colleges, three community colleges, and three private institutions--are described in terms of their respective constituent group perceptions of the current "Is" and preferred "Should Be" importance of the goal.

In this concluding chapter, the key data from the survey are collapsed into six tables for purposes of summary. In Tables 21 through 24 the various goals are ranked according to the importance the constituent groups in a given segment believe should be attached to each goal.* The entries in

*The institutions in each of the four segments--university, state college, community college, and private -- are given on page 8.

these tables are averages of institutional goal area means ($GA\bar{X}$'s) for a given goal. For example, the left-hand column in Table 21 shows the "Should Be" priorities for the faculties of the two universities combined; the value for the top goal, Intellectual Orientation--approximately 4.17--is the average of University of Montana and Montana State University plots from Table 2.

The various goal areas are abbreviated in the tables as follows:

IGI Goal Area

AC Dev	- Academic Development
Int Orien	- Intellectual Orientation
Ind Dev	- Individual Personal Development
Hum/Alt	- Humanism/Altruism
Cul Awar	- Cultural/Aesthetic Awareness
Tra Rel	- Traditional Religiousness
Voc Prep	- Vocational Preparation
Adv Tr	- Advanced Training
Res	- Research
MLN	- Meeting Local Needs
Pub Ser	- Public Service
Soc Egal	- Social Egalitarianism
Soc Crit	- Social Criticism/Activism
Fr	- Freedom
Dem Gov	- Democratic Governance
Comm	- Community
Int Envir	- Intellectual/Aesthetic Environment
Innov	- Innovation
O-C Learn	- Off-Campus Learning
Account	- Accountability/Efficiency

In looking over these tables, one can see that the process goal of Community and the student outcome goals of Intellectual Orientation and Individual Personal Development are highly preferred by constituent groups in all four segments of Montana higher education. Traditional Religiousness is of little interest outside the private institutions, as are Advanced Training and Research outside the four-year public colleges and universities. Off-Campus Learning also is assigned a relatively low level priority in every segment, even by off-campus residents.

Table 21 "Should Be" Rankings of Goal Areas: State University Constituencies

Constituencies:	FACULTY	UNDERGRADUATE STUDENTS	GRADUATE STUDENTS	ADMINISTRATORS	COMMUNITY
TGT Score					
4.5					
4.4					
4.3				Int Orien	
4.2	Int Orien		Comm		
4.1	Comm	Comm		Comm	Comm
4.0		Int Orien Ind Dev	Ind Dev Int Orien	Ind Dev	Int Orien Ind Dev
3.9	Int Envir	Voc Prep	Voc Prep	Ac Dev, Int Envir	Voc Prep
3.8	Ac Dev	Fr, Dem Gov	Int Envir Fr Ac Dev	Res Adv Tr	Ac Dev Account
3.7	Fr Dem Gov Ind Dev	Int Envir Innov Adv Tr	Dem Gov Adv Tr Innov	Dem Gov	Adv Tr Int Envir
3.6	Adv Tr	Ac Dev Account Pub Ser	Pub Ser Account	Voc Prep Account Innov, Fr	Hum/Alt
3.5	Res Innov	Res MLN	Res MLN	Hum/Alt Pub Ser MLN	MLN Res
3.4	Voc Prep Pub Ser Account	Hum/Alt	Hum/Alt		Pub Ser, Dem Gov
3.3	Hum/Alt MLN	Soc Egal Soc Crit	Soc Egal Soc Crit		Innov, Fr Soc Egal
3.2	Soc Crit	O-C Learn		Cul Awar	Cul Awar
3.1	Cul Awar	Cul Awar	Cul Awar	Soc Egal Soc Crit	
3.0					Soc Crit
2.9	Soc Egal		O-C Learn	O-C Learn	O-C Learn
2.8					
2.7	O-C Learn				
2.6					
2.5					
2.4					
2.3					Tra Rel
2.2		Tra Rel	Tra Rel		
2.1					
2.0					
1.9					
1.8				Tra Rel	
1.7					
1.6	Tra Rel				
1.5					

Table 22 "Should Be" Ranking of Goal Areas: State College Constituencies

Constituencies:	FACULTY	UNDERGRADUATE STUDENTS	GRADUATE STUDENTS	ADMINISTRATORS	COMMUNITY
IGI Score					
4.5					
4.4					
4.3	Int Orien			Comm	
4.2	Comm			Voc Prep	
4.1	Ind Dev		Int Orien Comm	Int Orien	Ind Dev
4.0	Ac Dev	Comm	Ind Dev	Ind Dev	Int Orien Comm Voc Prep
3.9	Int Envir	Ind Dev Voc Prep Int Orien	Voc Prep Int Envir Ac Dev	Ac Dev Account	Ac Dev
3.8	Voc Prep Dem Gov	Dem Gov	Dem Gov Innov	Int Envir Dem Gov	
3.7	MLN Innov	Ac Dev Int Envir Account	Fr Adv Tr Account MLN	MLN Innov	Int Envir, Account MLN Hum/Alt
3.6		Innov, MLN	Hum/Alt		Dem Gov
3.5	Fr Hum/Alt Account	Adv Tr Soc Egal		Fr Pub Ser Hum/Alt	Adv Tr
3.4		Hum/Alt, Pub Ser	Pub Ser Soc Egal		Soc Egal Pub Ser
3.3	Pub Ser Cul Awar	Res	Soc Crit Cul Awar	Adv Tr	Innov Fr
3.2	Soc Egal	Soc Crit	Res	Soc Egal	Res Cul Awar
3.1	Soc Crit	O-C Learn		Cul Awar	Soc Crit
3.0	Adv Tr	Cul Awar	O-C Learn	Res	
2.9				Soc Crit	O-C Learn
2.8	Res			O-C Learn	
2.7	O-C Learn				
2.6					
2.5					
2.4					Tra Rel
2.3		Tra Rel			
2.2					
2.1					
2.0					
1.9					
1.8			Tra Rel		
1.7	Tra Rel			Tra Rel	
1.6					
1.5					

Table 23 "Should Be" Ranking of Goal Areas: Community College Constituencies

Constituencies:	FACULTY	UNDERGRADUATE STUDENTS	ADMINISTRATORS	TRUSTEES	COMMUNITY
IGI Score					
4.5					
4.4					
4.3				Voc Prep Account Comm	
4.2	Comm Voc Prep, MLN		Comm Voc Prep	Ind Dev	
4.1	Ind Dev	Voc Prep Ind Dev	Ind Dev MLN	Int Orien, MLN	Voc Prep Ind Dev
4.0		Comm			Comm Int Orien
3.9	Int Orien		Dem Gov Int Orien	Ac Dev	MLN
3.8	Soc Egal	Int Orien Fr		Innov Dem Gov	Ac Dev
3.7	Innov Int Envir	Ac Dev Dem Gov MLN	Soc Egal	Soc Egal	Account Int Envir
3.6	Dem Gov	Int Envir	Account		Hum/Alt
3.5	Ac Dev, Fr	Soc Egal	Innov	Int Envir	Dem Gov Soc Egal
3.4	Account	Account Innov Hum/Alt	Ac Dev Fr Hum/Alt	Hum/Alt	Innov
3.3	Hum/Alt Pub Ser	Pub Ser	Int Envir	Fr	Pub Ser, Fr
3.2					
3.1		Soc Crit			
3.0	Soc Crit Cul Awar				Soc Crit Cul Awar
2.9	O-C Learn	Adv Tr Res O-C Learn Cul Awar	Pub Ser Cul Awar	Pub Ser	
2.8			O-C Learn		O-C Learn Adv Tr, Res
2.7			Soc Crit	Cul Awar	
2.6					
2.5					Tra Rel
2.4				O-C Learn	
2.3		Tra Rel			
2.2				Soc Crit	
2.1					
2.0					
1.9			Tra Rel		
1.8	Res				
1.7	Tra Rel			Tra Rel, Adv Tr Res	
1.6					
1.5	Adv Tr		Adv Tr Res		

Table 24 "Should Be" Ranking of Goal Areas: Private College Constituencies

Constituencies:	FACULTY	UNDERGRADUATE STUDENTS	ADMINISTRATORS	TRUSTEES
IGI Score				
4.5				
4.4			Comm	
4.3	Ind Dev		Ind Dev	Comm Ind Dev
4.2	Int Orien Comm	Ind Dev	Int Orien	Hum/Alt Int Orien
4.1	Int Envir	Comm	Account Hum/Alt	Int Envir
4.0	Hum/Alt Ac Dev	Int Orien	Ac Dev Int Envir Dem Gov	Ac Dev
3.9		Int Envir Fr		Account
3.8	Dem Gov	Voc Prep Dem Gov Hum/Alt Ac Dev	MLN Innov	Tra Rel
3.7		Innov	Voc Prep	Dem Gov
3.6	MLN Fr Cul Awar	MLN Account		MLN
3.5	Account Innov	Res	Tra Rel	
3.4	Voc Prep	Pub Ser Soc Crit Soc Egal	Cul Awar Soc Egal Fr	Innov Cul Awar
3.3	Pub Ser Soc Crit	Cul Awar	Soc Crit Pub Ser	Voc Prep Fr
3.2	Soc Egal	Adv Tr		
3.1	Tra Rel	O-C Learn		Pub Ser Soc Crit
3.0		Tra Rel		
2.9	O-C Learn		O-C Learn	Soc Egal
2.8				
2.7				O-C Learn
2.6				
2.5			Res	
2.4	Res			
2.3			Adv Tr	Res
2.2	Adv Tr			
2.1				Adv Tr
2.0				
1.9				
1.8				
1.7				
1.6				
1.5				

Undergraduate students in public colleges set much the same priorities for their institutions almost regardless of whether they are universities, state colleges, or two-year institutions. Except for Traditional Religiousness, students rank all goals between 2.8 and 4.1--none particularly low or extremely high. Apparently students (and to some extent community people) have a less clear sense of priorities--of what should and should not be important--than do the other groups.

Faculties and administrations, however, do differ substantially from one segment to another in their opinions about which goals should be emphasized. Faculties and administrators in the universities set Intellectual Orientation and Community well above the other goals, whereas the state college faculties and administrators consider several goals, including these two, to be highly important. University constituencies, particularly faculties and administrators, feel more strongly that Research and Advanced Training should be important on their campuses. Vocational Preparation receives stronger support among faculties and administrators in the state college segment (curricula of three of the campuses focus on teacher training at both the undergraduate and graduate levels). Faculties in the state colleges also accord somewhat higher "Should Be" status to Individual Personal Development and Meeting Local Needs than do faculties in the two universities.

What about faculties and administrators in four-year colleges and universities compared to two-year institutions? As would be expected, Research and Advanced Training are considered much more important by four-year faculties and administrators than by their counterparts in two-year colleges. A climate emphasizing intellectual and academic development is also regarded as more important at four-year than at two-year colleges; instructional goals of Intellectual Orientation and Academic Development and the process goal of Intellectual/Aesthetic Environment are ranked higher by the four-year faculties and administrators. Compared to community college administrators, administrators in the public four-year colleges and universities are more supportive of Public Service as an institutional goal, particularly the specific objective of responsiveness to regional and national priorities in planning educational programs (IGI item 51).

Institutional commitment to open admissions and to meeting educational needs of all kinds of students and the local community, is stronger in the two-year college segment; community college faculties and administrators, compared to those in four-year institutions, give higher "Should Be" status to Social Egalitarianism, Meeting Local Needs, and especially Vocational Preparation.

In comparing the private and public segments, it is clear, as would be expected, that the private colleges are more oriented toward Traditional Religiousness and the goals traditionally associated with a liberal arts education--Individual Personal Development, Humanism/Altruism, and Cultural Awareness. In addition, administrators in the private segment place more "Should Be" emphasis on Social Criticism/Activism and (somewhat surprisingly) Accountability/Efficiency than do administrators in the public segment. Support for the first goal indicates belief, particularly among administrators, that their church-affiliated colleges should take an institutional stance in favor of social change. The private institution's concern for efficiency in college operations is, of course, not limited to Montana; non-public colleges throughout the country are being particularly hard hit by increasing costs and declining enrollments.

Of the constituent groups included in the study, governing board members of the private and community colleges have the sharpest sense of the relative importance of various institutional goals. Reflecting the accepted functions of their respective segments, the private college trustees give higher ratings to Traditional Religiousness, Humanism/Altruism, and Cultural Awareness, while the governing boards of the community colleges are more concerned with Vocational Preparation, Meeting Local Needs, and Social Egalitarianism.

Table 25 gives both the "Should Be" and the "Is" rankings of the 20 goal areas for the 19 segment/constituent groups. Here the data are organized first by constituency (faculty, students, etc.) and then by segment. The lower the number, the higher the rated importance of the goal, either in terms of "Should Be" opinion (upper figure of each pair) or perceived level of present "Is" importance (the lower figure). For example, one can see that Community is considered a highly desirable goal throughout Montana higher education and that Off-Campus Learning is of little current importance anywhere.

TABLE 25 "IS" AND "SHOULD BE" RANK ORDERS OF 20 IGI GOAL AREAS FOR 19 SEGMENT/CONSTITUENT GROUPS

		Faculty				Undergraduates				Graduates		Administrators				Trustees		Community		
		SU	SC	CC	PC	SU	SC	CC	PC	SU	SC	SU	SC	CC	PC	CC	PC	SU	SC	CC
1. Academic Development	SB	4	4	10	6	10	6	6	9	6	6	5	5	11	6	7	6	5	5	6
	IS	2	1	7	1	2	1	2	1	3	1	4	1	6	1	6	3	2	1	2
2. Intellectual Orientation	SB	1	1	5	3	3	4	4	3	1	1	1	3	6	3	5	4	2	2	4
	IS	9	4	11	4	10	6	10	5	7	4	8	6	9	4	11	7	5	3	7
3. Individual Personal Development	SB	7	3	4	1	2	2	2	1	3	3	3	4	3	2	4	2	3	1	2
	IS	12	2	4	2	17	10	8	9	13	10	15	4	2	3	5	5	14	5	4
4. Humanism/Altruism	SB	14	11	13	5	15	15	13	8	14	13	13	14	13	5	12	3	9	9	8
	IS	17	14	14	5	18	18	14	8	17	15	16	14	13	9	14	4	16	14	13
5. Cultural/Aesthetic Awareness	SB	17	14	16	9	19	19	19	17	18	16	16	17	15	13	15	12	17	17	16
	IS	18	10	15	8	16	16	18	11	18	14	18	15	12	13	15	12	17	16	15
6. Traditional Religiousness	SB	20	20	19	17	20	20	20	20	20	20	20	20	18	12	18	8	20	20	20
	IS	20	20	20	14	20	20	20	12	20	20	20	20	18	12	20	9	20	20	20
7. Vocational Preparation	SB	11	6	3	13	4	3	1	7	11	4	10	2	2	11	1	13	4	4	1
	IS	6	6	2	11	8	7	4	13	8	7	10	3	2	11	3	13	11	8	6
8. Advanced Training	SB	8	17	20	20	8	12	16	18	9	9	7	15	19	20	19	20	7	11	19
	IS	3	15	19	20	3	12	17	18	5	8	1	13	19	19	18	19	1	13	18
9. Research	SB	9	18	18	19	13	16	18	13	13	18	6	18	20	19	20	19	11	16	18
	IS	4	18	18	19	4	14	16	19	4	16	2	18	20	20	19	20	4	17	17
10. Meeting Local Needs	SB	15	8	2	8	14	11	8	12	15	12	15	10	4	9	6	10	10	8	5
	IS	14	9	1	9	13	8	6	7	12	9	12	9	4	8	4	11	10	9	3
11. Public Service	SB	12	13	14	14	11	14	14	14	12	14	14	13	16	17	14	15	13	14	14
	IS	11	16	12	15	11	15	13	17	11	18	11	10	14	16	13	15	12	15	14
12. Social Egalitarianism	SB	18	15	6	16	16	13	10	15	17	15	17	16	7	14	10	17	16	13	10
	IS	15	13	3	16	12	9	9	14	14	13	13	16	3	17	9	17	15	11	10
13. Social Criticism/Activism	SB	16	16	15	15	17	17	15	16	16	17	18	19	8	16	17	16	18	18	15
	IS	16	17	16	17	15	17	15	16	16	17	17	17	16	15	16	16	18	18	16
14. Freedom	SB	5	10	11	10	6	7	5	6	4	10	11	12	12	15	13	14	15	15	13
	IS	1	5	8	3	1	2	3	5	2	3	3	7	10	7	10	10	3	7	9
15. Democratic Governance	SB	6	7	9	7	5	5	7	5	7	7	8	9	5	8	9	9	12	10	11
	IS	8	8	10	6	7	5	5	10	1	6	7	5	8	6	7	2	7	6	8
16. Community	SB	2	2	1	2	1	1	3	2	2	2	2	1	1	1	2	1	1	3	3
	IS	7	7	5	10	6	3	1	2	9	2	6	2	5	5	2	1	8	2	1
17. Intellectual/Aesthetic Environment	SB	3	5	8	4	7	8	9	4	5	5	4	8	14	7	11	5	8	7	9
	IS	10	11	13	12	9	13	12	6	10	11	9	11	15	10	12	8	9	10	11
18. Innovation	SB	10	9	7	12	9	10	12	10	8	8	12	11	10	10	8	11	14	12	12
	IS	13	12	9	13	14	11	11	15	15	12	14	12	11	14	8	14	13	12	12
19. Off-Campus Learning	SB	19	19	17	18	18	18	17	19	19	19	19	7	17	18	16	18	19	19	17
	IS	19	19	17	18	19	19	19	20	19	19	19	19	17	18	17	18	19	19	19
20. Accountability/Efficiency	SB	13	12	12	11	12	9	11	11	10	11	9	6	9	4	3	7	6	6	7
	IS	5	3	6	7	5	4	7	4	6	5	5	8	7	2	1	6	6	4	5

Entries in this table enable identification of goals for which there are discrepancies between "Is" perceptions and "Should Be" beliefs for particular constituent groups. To the extent the two numbers (ranks) in a given pair differ, the people in the constituency would tend to want a change, a reordering of the priorities. For instance, students--graduate and undergraduate--are interested in upgrading Individual Personal Development and giving a lower priority to Academic Development. Faculty and graduate students are especially desirous of strengthening the Intellectual/Aesthetic Environment on their campuses. Faculty members perceive too much emphasis presently being given to Accountability, whereas administrators and off-campus respondents perceive too much emphasis presently being given to Freedom.

It is also interesting and instructive to compare the rankings of constituent groups within segments. Sizable discrepancies indicate conflicts of interest and potential campus discord. In the university segment, faculties and graduate students are pitted against undergraduate students and local communities over the priority that should be given to Vocational Preparation. In the state college sector, administrators are distinctive in desiring their campuses to become more engaged in Off-Campus Learning. In the community colleges, it is, again, the administrators who are chiefly interested in upgrading a particular goal, in this case, Social Criticism/Activism. In the private segment, students are at odds with other constituencies about several goals; they conflict with faculty members over Vocational Preparation, with administrators over Traditional Religiousness and Cultural/Aesthetic Awareness, and with their trustees over Democratic Governance.

Another way of summarizing the extent of agreement about priorities between segment/constituent groups is by means of the rank order correlations given in Table 26. For this final analysis, such correlations (Spearman's rho*) were calculated between the "Should Be"rank orders (directly from Tables 21-24) for each pair of constituent groups. The higher the rho--up to the upper limit of .99 or 1.00--the greater the similarity or correlation between the rank orders for the two groups in question.

*Spearman's rho is an index of the extent of agreement between two sets of ranks.

TABLE 26 RANK ORDER CORRELATIONS BETWEEN CONSTITUENT GROUP "SHOULD BE" GOAL AREA RANKINGS, BY SEGMENT

State Universities

	FAC	UDS	GS	ADM	COM
FAC	--	.88	.96	.93	.73
UDS		--	.86	.85	.79
GS			--	.90	.76
ADM				--	.87
COM					--

State Colleges

	FAC	UDS	GS	ADM	COM
FAC	--	.89	.93	.81	.88
UDS		--	.94	.84	.88
GS			--	.81	.90
ADM				--	.82
COM					--

Community Colleges

	FAC	UDS	ADM	TR	COM
FAC	--	.87	.90	.88	.90
UDS		--	.83	.85	.89
ADM			--	.86	.85
TR				--	.94
COM					--

Private Colleges

	FAC	UDS	ADM	TR
FAC	--	.84	.89	.89
UDS		--	.76	.71
ADM			--	.96
TR				--

The correlations are generally high, indicating that within each segment there is considerable agreement among the constituent groups about what goals their campuses should serve. In the state college and community college sectors there is no rho below .80.

The low correlations in the university sector involve the off-campus residents and the faculty (.73) and students (.79, .76). The low correlations in the private segment suggest its students are somewhat at odds with the administrators (.76) and trustees (.71). These would be the chief instances in the state of constituent group conflict about appropriate institutional goals.

Interestingly, some of the highest correlations involve graduate students and faculty in both the universities and the state colleges. Graduate and undergraduate students are more alike in their aspirations at the state colleges than at the universities, perhaps reflecting the relatively limited graduate degree and curricular offerings.

Questions Raised by the Survey

A number of policy questions are raised by the results of the survey. In considering the issues outlined, the reader is again encouraged to study the tables and draw his own questions and conclusions regarding individual campus differences, as well as the segmental results and the pattern for the statewide complex as a whole.

1) Where there are conflicts of interest, which constituencies should an institution serve? A campus emphasizing Research and Advanced Training may be especially attractive to prospective faculty members. One that concentrates on Meeting Local Needs will, of course, be cheered on by the local college community. A college with strong emphasis on Individual Personal Development will appeal to one kind of student; one supporting Vocational Preparation will interest another type of student. How is this general question of "whose goals" to be resolved?

2) Should an institution attempt to be all things to all people, or should it specialize and excel in one area or a limited number of programs? Institutional comprehensiveness, in which the college meets a great variety of educational needs, may be necessary in isolated or sparsely populated regions of the state. On the other hand, curricular

specialization, such as at Montana College of Mineral Science and Technology in engineering and geology, may be sensible in regions where there are a number of post-secondary alternatives.

3) What should be the nature of the relationship between a campus and the city or region in which it is located and in some way serves? Should the college complement or contrast with the culture of the local area? An institution could mirror the existing configuration of economic and social factors of the surrounding community. Obvious examples are agriculture programs in farming communities or business administration programs in large city colleges. On the other hand, a college may represent values and activities quite different from prevailing interests in the area. For example, campus activities in the arts and humanities could have salutary impacts on the cultural and aesthetic life of the local community.

4) To what extent do local communities understand all the things "their" colleges are seeking to accomplish? How well do they understand the nature of the environment in which academic and intellectual activities can best be carried forth? Arguably, public support for campus activities and goals is necessary for optimal campus functioning. For some colleges, particularly two-year institutions, the data suggest that local communities need to be better informed about college goals. Likewise, in several communities, increased efforts may be necessary to alleviate community misunderstanding about such (process) goals as Freedom and Democratic Governance.

5) To what extent is there campus-wide acceptance of the general mission of the institution? Consensus among the various constituencies about fundamental institutional goals seems desirable; it can be argued that such consensus contributes to internal loyalty, cooperation, and morale--and hence, to better teaching and learning. Campus plots in the tables in Chapter 2 and the correlations in Table 25 suggest that some colleges already have good levels of internal agreement about preferred institutional priorities. On other campuses there is evidence of divisiveness over which goals should be emphasized by the institution. What mechanisms could a college employ to increase the scope of acceptance of fundamental institutional goals?

6) To what extent are institutional goals being implemented in the day-to-day functioning, organizational structure,

and decision-making procedures of the college? Institutional goals are worth little if they are simply pie-in-the-sky. Some colleges can perhaps demonstrate an internal coherence among all campus activities, a coherence that derives from accepted priorities regarding student outcomes, public service activities, and educational processes. Other colleges may need to modify organizational structures and review a host of traditional ways of doing things in order to achieve a closer consistency with an acknowledged (or a new) conception of institutional goals.

7) To what extent should the process of institutional goal determination be participative? This, of course, is a question--indeed a challenge--for higher educational leaders at all levels in the state. Can campus autonomy and system-wide coordination be balanced so that campus, segmental, and statewide interests can be fairly served -- so that the interests of academic professionals, students-as-consumers, and the tax-paying public at large can also all be equitably served?

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APPENDICES

APPENDIX A

MEMBERS OF THE TECHNICAL GROUP ON SURVEY RESEARCH

APPENDIX A

MEMBERS OF THE TECHNICAL GROUP ON SURVEY RESEARCH

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Robert Lehman, Office of the Superintendent of Public Instruction

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James Taylor, Rocky Mountain College

APPENDIX B

INSTITUTIONAL GOALS INVENTORY

INSTITUTIONAL GOALS INVENTORY

(Form 1)

To the respondent:

Numerous educational, social, and economic circumstances have arisen that have made it necessary for many colleges and universities in America to reach clear, and often new, understandings about their goals. During the late 1960s there were new demands, especially from students, for colleges to assume new roles and serve new interests. Now, in the early 1970s, a widespread financial crisis is making it imperative for colleges to specify the objectives to which limited resources may be directed.

The Institutional Goals Inventory (IGI) was developed as a tool to help college communities delineate goals and establish priorities among them. The instrument does not tell colleges what to do in order to reach the goals. Instead, it provides a means by which many individuals and constituent groups can contribute their thinking about desired institutional goals. Summaries of the results of this thinking then provide a basis for reasoned deliberations toward final definition of college goals.

The *Inventory* was designed to embrace possible goals of all types of American higher education institutions—universities, church-related colleges, junior colleges, and so forth. Most of the goal statements in the *Inventory* refer to what may be thought of as "output" or "outcome" goals—substantive objectives colleges may seek to achieve (e.g., qualities of graduating students, research emphases, kinds of public service). Statements toward the end of the instrument relate to "process" goals—goals having to do with campus climate and the educational process.

The IGI is intended to be completely confidential. Results will be summarized only for groups—faculty, students, trustees, and so forth. In no instance will responses of individuals be reported. The *Inventory* should ordinarily not take longer than 45 minutes to complete.

DIRECTIONS

The *Inventory* consists of 90 statements of possible institutional goals. Using the answer key shown in the example below, you are asked to respond to each statement in two different ways:

First – How important *is* the goal at this institution at the present time?

Then – In your judgment, how important *should* the goal *be* at this institution?

EXAMPLE

		of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
to prepare students for graduate school...	is	○	●	○	○	○
	should be	○	○	○	●	○

In the example, the respondent has indicated that he believes the goal "to prepare students for graduate school" is presently of low importance at his institution, but that it should be of high importance.

- Unless you have been given other instructions, consider the institution as a whole in making your judgments.
- In giving *should be* responses, do not be restrained by your beliefs about whether the goal, realistically, can ever be attained on the campus.
- Please try to respond to every goal statement in the *Inventory*, by blackening one oval after *is* and one oval after *should be*.
- Use any soft lead pencil. Do not use colored pencils or a pen–ink, ball point, or felt tip.
- Mark each answer so that it completely fills (blackens) the intended oval. Please do not make checks (✓) or X's.

- Additional Goal Statements (Local Option) (91–110): A section is included for additional goal statements of specific local interest or concern. These statements may be supplied locally. If none are supplied, leave them blank and go on to the Information Questions.
- Information Questions (111–117): These questions are included to enable each institution to analyze the results of the *Inventory* in ways that will be most meaningful and useful to them. Respond to each question that applies.
- Subgroups and Supplementary Information Questions (118–124): Instructions may be given for marking these items. If not, please leave them blank.

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Please respond to these goal statements by blackening one oval after is and one after should be.

		of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
1. to help students acquire depth of knowledge in at least one academic discipline...	is	○	○	○	○	○
	should be	○	○	○	○	○
2. to teach students methods of scholarly inquiry, scientific research, and/or problem definition and solution...	is	○	○	○	○	○
	should be	○	○	○	○	○
3. to help students identify their own personal goals and develop means of achieving them...	is	○	○	○	○	○
	should be	○	○	○	○	○
4. to ensure that students acquire a basic knowledge in the humanities, social sciences, and natural sciences...	is	○	○	○	○	○
	should be	○	○	○	○	○
5. to increase the desire and ability of students to undertake self-directed learning...	is	○	○	○	○	○
	should be	○	○	○	○	○
6. to prepare students for advanced academic work,e.g., at a four-year college or graduate or professional school...	is	○	○	○	○	○
	should be	○	○	○	○	○
7. to develop students' ability to synthesize knowledge from a variety of sources...	is	○	○	○	○	○
	should be	○	○	○	○	○
8. to help students develop a sense of self-worth, self-confidence, and a capacity to have an impact on events...	is	○	○	○	○	○
	should be	○	○	○	○	○
9. to hold students throughout the institution to high standards of intellectual performance...	is	○	○	○	○	○
	should be	○	○	○	○	○
10. to instill in students a life-long commitment to learning...	is	○	○	○	○	○
	should be	○	○	○	○	○
11. to help students achieve deeper levels of self-understanding...	is	○	○	○	○	○
	should be	○	○	○	○	○
12. to ensure that students who graduate have achieved some level of reading, writing, and mathematics competency...	is	○	○	○	○	○
	should be	○	○	○	○	○
13. to help students be open, honest, and trusting in their relationships with others...	is	○	○	○	○	○
	should be	○	○	○	○	○

Please respond to these goal statements by blackening one oval after is and one after should be.

		of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
14. to encourage students to become conscious of the important moral issues of our time...	is	⬭	⬭	⬭	⬭	⬭
	should be	⬭	⬭	⬭	⬭	⬭
15. to increase students' sensitivity to and appreciation of various forms of art and artistic expression...	is	⬭	⬭	⬭	⬭	⬭
	should be	⬭	⬭	⬭	⬭	⬭
16. to educate students in a particular religious heritage...	is	⬭	⬭	⬭	⬭	⬭
	should be	⬭	⬭	⬭	⬭	⬭
17. to help students understand and respect people from diverse backgrounds and cultures...	is	⬭	⬭	⬭	⬭	⬭
	should be	⬭	⬭	⬭	⬭	⬭
18. to require students to complete some course work in the humanities or arts...	is	⬭	⬭	⬭	⬭	⬭
	should be	⬭	⬭	⬭	⬭	⬭
to help students become aware of the potentialities of a full-time religious vocation...	is	⬭	⬭	⬭	⬭	⬭
	should be	⬭	⬭	⬭	⬭	⬭
20. to encourage students to become committed to working for world peace...	is	⬭	⬭	⬭	⬭	⬭
	should be	⬭	⬭	⬭	⬭	⬭
21. to encourage students to express themselves artistically, e.g., in music, painting, film-making...	is	⬭	⬭	⬭	⬭	⬭
	should be	⬭	⬭	⬭	⬭	⬭
22. to develop students' ability to understand and defend a theological position...	is	⬭	⬭	⬭	⬭	⬭
	should be	⬭	⬭	⬭	⬭	⬭
23. to encourage students to make concern about the welfare of all mankind a central part of their lives...	is	⬭	⬭	⬭	⬭	⬭
	should be	⬭	⬭	⬭	⬭	⬭
24. to acquaint students with forms of artistic or literary expression in non-Western countries...	is	⬭	⬭	⬭	⬭	⬭
	should be	⬭	⬭	⬭	⬭	⬭
25. to help students develop a dedication to serving God in everyday life...	is	⬭	⬭	⬭	⬭	⬭
	should be	⬭	⬭	⬭	⬭	⬭
26. to provide opportunities for students to prepare for specific occupational careers, e.g., accounting, engineering, nursing...	is	⬭	⬭	⬭	⬭	⬭
	should be	⬭	⬭	⬭	⬭	⬭

Please respond to these goal statements by blackening one oval after is and one after should be.

		of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
27. to develop what would generally be regarded as a strong and comprehensive graduate school...	is	⬭	⬭	⬭	⬭	⬭
	should be	⬭	⬭	⬭	⬭	⬭
28. to perform contract research for government, business, or industry...	is	⬭	⬭	⬭	⬭	⬭
	should be	⬭	⬭	⬭	⬭	⬭
29. to provide opportunities for continuing education for adults in the local area, e.g., on a part-time basis...	is	⬭	⬭	⬭	⬭	⬭
	should be	⬭	⬭	⬭	⬭	⬭
30. to develop educational programs geared to new and emerging career fields...	is	⬭	⬭	⬭	⬭	⬭
	should be	⬭	⬭	⬭	⬭	⬭
31. to prepare students in one or more of the traditional professions, e.g., law, medicine, architecture...	is	⬭	⬭	⬭	⬭	⬭
	should be	⬭	⬭	⬭	⬭	⬭
32. to offer graduate programs in such "newer" professions as engineering, education, and social work...	is	⬭	⬭	⬭	⬭	⬭
	should be	⬭	⬭	⬭	⬭	⬭
33. to serve as a cultural center in the community served by the campus...	is	⬭	⬭	⬭	⬭	⬭
	should be	⬭	⬭	⬭	⬭	⬭
34. to conduct basic research in the natural sciences...	is	⬭	⬭	⬭	⬭	⬭
	should be	⬭	⬭	⬭	⬭	⬭
35. to conduct basic research in the social sciences...	is	⬭	⬭	⬭	⬭	⬭
	should be	⬭	⬭	⬭	⬭	⬭
36. to provide retraining opportunities for individuals whose job skills have become out of date...	is	⬭	⬭	⬭	⬭	⬭
	should be	⬭	⬭	⬭	⬭	⬭
37. to contribute, through research, to the general advancement of knowledge...	is	⬭	⬭	⬭	⬭	⬭
	should be	⬭	⬭	⬭	⬭	⬭
38. to assist students in deciding upon a vocational career...	is	⬭	⬭	⬭	⬭	⬭
	should be	⬭	⬭	⬭	⬭	⬭
39. to provide skilled manpower for local-area business, industry, and government...	is	⬭	⬭	⬭	⬭	⬭
	should be	⬭	⬭	⬭	⬭	⬭

Please respond to these goal statements by blackening one oval after is and one after should be.

			of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
40.	to facilitate involvement of students in neighborhood and community-service activities...	is	⬭	⬭	⬭	⬭	⬭
		should be	⬭	⬭	⬭	⬭	⬭
41.	to conduct advanced study in specialized problem areas, e.g., through research institutes, centers, or graduate programs...	is	⬭	⬭	⬭	⬭	⬭
		should be	⬭	⬭	⬭	⬭	⬭
42.	to provide educational experiences relevant to the evolving interests of women in America...	is	⬭	⬭	⬭	⬭	⬭
		should be	⬭	⬭	⬭	⬭	⬭
43.	to provide critical evaluation of prevailing practices and values in American society...	is	⬭	⬭	⬭	⬭	⬭
		should be	⬭	⬭	⬭	⬭	⬭
44.	to help people from disadvantaged communities acquire knowledge and skills they can use in improving conditions in their own communities...	is	⬭	⬭	⬭	⬭	⬭
		should be	⬭	⬭	⬭	⬭	⬭
45.	to move to or maintain a policy of essentially open admissions, and then to develop meaningful educational experiences for all who are admitted...	is	⬭	⬭	⬭	⬭	⬭
		should be	⬭	⬭	⬭	⬭	⬭
46.	to serve as a source of ideas and recommendations for changing social institutions judged to be unjust or otherwise defective...	is	⬭	⬭	⬭	⬭	⬭
		should be	⬭	⬭	⬭	⬭	⬭
47.	to work with governmental agencies in designing new social and environmental programs...	is	⬭	⬭	⬭	⬭	⬭
		should be	⬭	⬭	⬭	⬭	⬭
48.	to offer developmental or remedial programs in basic skills (reading, writing, mathematics)...	is	⬭	⬭	⬭	⬭	⬭
		should be	⬭	⬭	⬭	⬭	⬭
49.	to help students learn how to bring about change in American society...	is	⬭	⬭	⬭	⬭	⬭
		should be	⬭	⬭	⬭	⬭	⬭
50.	to focus resources of the institution on the solution of major social and environmental problems...	is	⬭	⬭	⬭	⬭	⬭
		should be	⬭	⬭	⬭	⬭	⬭
51.	to be responsive to regional and national priorities when considering new educational programs for the institution...	is	⬭	⬭	⬭	⬭	⬭
		should be	⬭	⬭	⬭	⬭	⬭
52.	to provide educational experiences relevant to the evolving interests of Blacks, Chicanos, and American Indians...	is	⬭	⬭	⬭	⬭	⬭
		should be	⬭	⬭	⬭	⬭	⬭

Please respond to these goal statements by blackening one oval after is and one after should be.

		of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
53. to be engaged, as an institution, in working for basic changes in American society...	is	○	○	○	○	○
	should be	○	○	○	○	○
54. to ensure that students are not prevented from hearing speakers presenting controversial points of view...	is	○	○	○	○	○
	should be	○	○	○	○	○
55. to create a system of campus governance that is genuinely responsive to the concerns of all people at the institution...	is	○	○	○	○	○
	should be	○	○	○	○	○
56. to maintain a climate in which faculty commitment to the goals and well-being of the institution is as strong as commitment to professional careers...	is	○	○	○	○	○
	should be	○	○	○	○	○
57. to ensure the freedom of students and faculty to choose their own life styles (living arrangements, personal appearance, etc.)...	is	○	○	○	○	○
	should be	○	○	○	○	○
58. to develop arrangements by which students, faculty, administrators, and trustees can be significantly involved in campus governance...	is	○	○	○	○	○
	should be	○	○	○	○	○
59. to maintain a climate in which communication throughout the organizational structure is open and candid...	is	○	○	○	○	○
	should be	○	○	○	○	○
60. to place no restrictions on off-campus political activities by faculty or students...	is	○	○	○	○	○
	should be	○	○	○	○	○
61. to decentralize decision making on the campus to the greatest extent possible...	is	○	○	○	○	○
	should be	○	○	○	○	○
62. to maintain a campus climate in which differences of opinion can be aired openly and amicably...	is	○	○	○	○	○
	should be	○	○	○	○	○
63. to protect the right of faculty members to present unpopular or controversial ideas in the classroom...	is	○	○	○	○	○
	should be	○	○	○	○	○
64. to assure individuals the opportunity to participate or be represented in making any decisions that affect them...	is	○	○	○	○	○
	should be	○	○	○	○	○
65. to maintain a climate of mutual trust and respect among students, faculty, and administrators...	is	○	○	○	○	○
	should be	○	○	○	○	○

Please respond to these goal statements by blackening one oval after is and one after should be.

		of no importance or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
66. to create a campus climate in which students spend much of their free time in intellectual and cultural activities...	is	⊖	⊖	⊖	⊖	⊖
	should be	⊖	⊖	⊖	⊖	⊖
67. to build a climate on the campus in which continuous educational innovation is accepted as an institutional way of life...	is	⊖	⊖	⊖	⊖	⊖
	should be	⊖	⊖	⊖	⊖	⊖
68. to encourage students to spend time away from the campus gaining academic credit for such activities as a year of study abroad, in work-study programs, in VISTA, etc...	is	⊖	⊖	⊖	⊖	⊖
	should be	⊖	⊖	⊖	⊖	⊖
69. to create a climate in which students and faculty may easily come together for informal discussion of ideas and mutual interests...	is	⊖	⊖	⊖	⊖	⊖
	should be	⊖	⊖	⊖	⊖	⊖
70. to experiment with different methods of evaluating and grading student performance...	is	⊖	⊖	⊖	⊖	⊖
	should be	⊖	⊖	⊖	⊖	⊖
71 o maintain or work to achieve a large degree of institutional autonomy or independence in relation to governmental or other educational agencies...	is	⊖	⊖	⊖	⊖	⊖
	should be	⊖	⊖	⊖	⊖	⊖
72. to participate in a network of colleges through which students, according to plan, may study on several campuses during their undergraduate years...	is	⊖	⊖	⊖	⊖	⊖
	should be	⊖	⊖	⊖	⊖	⊖
73. to sponsor each year a rich program of cultural events-- lectures, concerts, art exhibits, and the like...	is	⊖	⊖	⊖	⊖	⊖
	should be	⊖	⊖	⊖	⊖	⊖
74. to experiment with new approaches to individualized instruction such as tutorials, flexible scheduling, and students planning their own programs...	is	⊖	⊖	⊖	⊖	⊖
	should be	⊖	⊖	⊖	⊖	⊖
75. to award the bachelor's and/or associate degree for supervised study done away from the campus, e.g., in extension or tutorial centers, by correspondence, or through field work...	is	⊖	⊖	⊖	⊖	⊖
	should be	⊖	⊖	⊖	⊖	⊖
76. to create an institution known widely as an intellectually exciting and stimulating place...	is	⊖	⊖	⊖	⊖	⊖
	should be	⊖	⊖	⊖	⊖	⊖
77. to create procedures by which curricular or instructional innovations may be readily initiated...	is	⊖	⊖	⊖	⊖	⊖
	should be	⊖	⊖	⊖	⊖	⊖
78. to award the bachelor's and/or associate degree to some individuals solely on the basis of their performance on an acceptable examination (with no college-supervised study, on- or off-campus, necessary)...	is	⊖	⊖	⊖	⊖	⊖
	should be	⊖	⊖	⊖	⊖	⊖

Please respond to these goal statements by blackening one oval after is and one after should be.

		of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
79. to apply cost criteria in deciding among alternative academic and non-academic programs...	is					
	should be					
80. to maintain or work to achieve a reputable standing for the institution within the academic world (or in relation to similar colleges)...	is					
	should be					
81. to regularly provide evidence that the institution is actually achieving its stated goals...	is					
	should be					
82. to carry on a broad and vigorous program of extracurricular activities and events for students...	is					
	should be					
83. to be concerned about the efficiency with which college operations are conducted...	is					
	should be					
84. to be organized for continuous short-, medium-, and long-range planning for the total institution...	is					
	should be					
85. to include local citizens in planning college programs that will affect the local community...	is					
	should be					
86. to excel in intercollegiate athletic competition...	is					
	should be					
87. to be accountable to funding sources for the effectiveness of college programs...	is					
	should be					
88. to create a climate in which systematic evaluation of college programs is accepted as an institutional way of life...	is					
	should be					
89. to systematically interpret the nature, purpose, and work of the institution to citizens off the campus...	is					
	should be					
90. to achieve consensus among people on the campus about the goals of the institution...	is					
	should be					

- If additional locally written goal statements have been provided, use page ten for responding and then go on to page eleven.
- If no additional goal statements were given, leave page ten blank and answer the information questions on page eleven.

ADDITIONAL GOAL STATEMENTS
(Local Option)

If you have been provided with supplementary goal statements, use this section for responding. Use the same answer key as you use for the first 90 items, and respond to both *is* and *should be*.

		of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance			of no importance, or not applicable	of low importance	of medium importance	of high importance	of extremely high importance
91.	is	⊖	⊖	⊖	⊖	⊖	101.	is	⊖	⊖	⊖	⊖	⊖
	should be	⊖	⊖	⊖	⊖	⊖		should be	⊖	⊖	⊖	⊖	⊖
92.	is	⊖	⊖	⊖	⊖	⊖	102.	is	⊖	⊖	⊖	⊖	⊖
	should be	⊖	⊖	⊖	⊖	⊖		should be	⊖	⊖	⊖	⊖	⊖
93.	is	⊖	⊖	⊖	⊖	⊖	103.	is	⊖	⊖	⊖	⊖	⊖
	should be	⊖	⊖	⊖	⊖	⊖		should be	⊖	⊖	⊖	⊖	⊖
94.	is	⊖	⊖	⊖	⊖	⊖	104.	is	⊖	⊖	⊖	⊖	⊖
	should be	⊖	⊖	⊖	⊖	⊖		should be	⊖	⊖	⊖	⊖	⊖
95.	is	⊖	⊖	⊖	⊖	⊖	105.	is	⊖	⊖	⊖	⊖	⊖
	should be	⊖	⊖	⊖	⊖	⊖		should be	⊖	⊖	⊖	⊖	⊖
96.	is	⊖	⊖	⊖	⊖	⊖	106.	is	⊖	⊖	⊖	⊖	⊖
	should be	⊖	⊖	⊖	⊖	⊖		should be	⊖	⊖	⊖	⊖	⊖
97.	is	⊖	⊖	⊖	⊖	⊖	107.	is	⊖	⊖	⊖	⊖	⊖
	should be	⊖	⊖	⊖	⊖	⊖		should be	⊖	⊖	⊖	⊖	⊖
98.	is	⊖	⊖	⊖	⊖	⊖	108.	is	⊖	⊖	⊖	⊖	⊖
	should be	⊖	⊖	⊖	⊖	⊖		should be	⊖	⊖	⊖	⊖	⊖
99.	is	⊖	⊖	⊖	⊖	⊖	109.	is	⊖	⊖	⊖	⊖	⊖
	should be	⊖	⊖	⊖	⊖	⊖		should be	⊖	⊖	⊖	⊖	⊖
100.	is	⊖	⊖	⊖	⊖	⊖	110.	is	⊖	⊖	⊖	⊖	⊖
	should be	⊖	⊖	⊖	⊖	⊖		should be	⊖	⊖	⊖	⊖	⊖

Go on to last page.

Please mark one answer for each of the information questions below that apply to you.

111. Mark the one that best describes your role.

- ⊖ Faculty member
- ⊖ Student
- ⊖ Administrator
- ⊖ Governing Board Member
- ⊖ Alumna/Alumnus
- ⊖ Member of off-campus community group
- ⊖ Other _____

112. Faculty and students: mark one field of teaching and/or research interest, or for students, major field of study.

- ⊖ Biological sciences
- ⊖ Physical sciences
- ⊖ Mathematics
- ⊖ Social sciences
- ⊖ Humanities
- ⊖ Fine arts, performing arts
- ⊖ Education
- ⊖ Business
- ⊖ Engineering
- ⊖ Other _____

113. Faculty: indicate academic rank.

- ⊖ Instructor
- ⊖ Assistant professor
- ⊖ Associate professor
- ⊖ Professor
- ⊖ Other _____

114. Faculty: indicate current teaching arrangement.

- ⊖ Full-time
- ⊖ Part-time
- ⊖ Evening only
- ⊖ Off-campus – extension only, etc.
- ⊖ Other _____

115. All respondents: indicate age at last birthday.

- ⊖ Under 20
- ⊖ 20 to 29
- ⊖ 30 to 39
- ⊖ 40 to 49
- ⊖ 50 to 59
- ⊖ 60 or over

116. Students: indicate class in college.

- ⊖ Freshman
- ⊖ Sophomore
- ⊖ Junior
- ⊖ Senior
- ⊖ Graduate
- ⊖ Other _____

117. Students: indicate current enrollment status.

- ⊖ Full-time, day
- ⊖ Part-time, day
- ⊖ Evening only
- ⊖ Off-campus only – e.g., extension, correspondence, TV, etc.
- ⊖ Other _____

118. SUBGROUPS—one response only.
Instructions will be given locally for gridding this subgroup item.
If instructions are not given, leave blank.

- ⊖ One
- ⊖ Two
- ⊖ Three
- ⊖ Four
- ⊖ Five

SUPPLEMENTARY INFORMATION QUESTIONS.
If you have been provided with additional information questions, use this section for responding.
Mark only one response to each question.

119.	120.	121.	122.	123.	124.
⊖	⊖	⊖	⊖	⊖	⊖
⊖	⊖	⊖	⊖	⊖	⊖
⊖	⊖	⊖	⊖	⊖	⊖
⊖	⊖	⊖	⊖	⊖	⊖
⊖	⊖	⊖	⊖	⊖	⊖
⊖	⊖	⊖	⊖	⊖	⊖
⊖	⊖	⊖	⊖	⊖	⊖
⊖	⊖	⊖	⊖	⊖	⊖
⊖	⊖	⊖	⊖	⊖	⊖
⊖	⊖	⊖	⊖	⊖	⊖

THANK YOU

APPENDIX C

IGI GOAL STATEMENTS GROUPED ACCORDING TO GOAL AREA

APPENDIX C

IGI GOAL STATEMENTS GROUPED ACCORDING TO GOAL AREA

Academic Development

1. to help students acquire depth of knowledge in at least one academic discipline...

4. to ensure that students acquire a basic knowledge in the humanities, social sciences, and natural sciences...

6. to prepare students for advanced academic work, e.g., at a four-year college or graduate or professional school...

9. to hold students throughout the institution to high standards of intellectual performance...

Intellectual Orientation

2. to train students in methods of scholarly inquiry, scientific research, and/or problem definition and solution...

5. to increase the desire and ability of students to undertake self-directed learning...

7. to develop students' ability to synthesize knowledge from a variety of sources...

10. to instill in students a life-long commitment to learning...

Individual Personal Development

3. to help students identify their own personal goals and develop means of achieving them...

8. to help students develop a sense of self-worth, self-confidence, and a capacity to have an impact on events...

11. to help students achieve deeper levels of self-understanding...

13. to help students be open, honest, and trusting in their relationships with others...

Humanism/Altruism

14. to encourage students to become conscious of the important moral issues of our time...

17. to help students understand and respect people from diverse backgrounds and cultures...

20. to encourage students to become committed to working for world peace...

23. to encourage students to make concern about the welfare of all mankind a central part of their lives...

Cultural/Aesthetic Awareness

15. to increase students' sensitivity to and appreciation of various forms of art and artistic expression...

18. to require students to complete some course work in the humanities or arts...

21. to encourage students to express themselves artistically, e.g., in music, painting, film-making...

24. to acquaint students with forms of artistic or literary expression in non-Western countries...

THESE PAGES WERE

~~THIS PAGE WAS~~ MISSING FROM THE DOCUMENT THAT WAS SUBMITTED TO ERIC DOCUMENT REPRODUCTION SERVICE.

pp. 87, 88, 89

Miscellaneous

12. to ensure that students who graduate have achieved some level of reading, writing, and mathematics competency...

71. to maintain or work to achieve a large degree of institutional autonomy or independence in relation to governmental or other educational agencies...

80. to maintain or work to achieve a reputable standing for the institution within the academic world (or in relation to similar colleges)...

82. to carry on a broad and vigorous program of extracurricular activities and events for students...

84. to be organized for continuous short-, medium-, and long-range planning for the total institution...

85. to include local citizens in planning college programs that will affect the local community...

86. to excel in intercollegiate athletic competition...

88. to create a climate in which systematic evaluation of college programs is accepted as an institutional way of life...

89. to systematically interpret the nature, purpose, and work of the institution to citizens off the campus...

90. to achieve consensus among people on the campus about the goals of the institution...

APPENDIX D

GUIDELINES FOR ADMINISTERING THE GOALS INVENTORY

APPENDIX D

GUIDELINES FOR ADMINISTERING THE INSTITUTIONAL GOALS INVENTORY

This is the document that outlined the basic data gathering method to be followed on each of the participating campuses. It specified sample sizes and set forth guidelines for forming samples, distributing IGI's, and following-up non-respondents.

GUIDELINES FOR ADMINISTERING THE INSTITUTIONAL GOALS INVENTORY

I. General

1. Other than the sample sizes, many of the suggestions below should be regarded as minimum guidelines. We encourage institutions to be as resourceful as they care to be to gather data of greatest potential use to the campus. Or, campuses could follow procedures that are the most feasible, given available resources. After the survey is completed, we will be sending a form on which you can describe to us in some detail the procedures that were followed.

2. We see a value in using a multi-constituency task force to assist with the project to - among other reasons - help give credibility to the results when they become available.

3. It will be necessary that high return rates be obtained (at least 85%). Depending on the procedure followed, follow-up efforts may be necessary. We are unfortunately unable to afford (financially) to have inventories go unused.

4. Try not to bias ("load") any of the samples in any way.

II. Faculty

1. Size of sample

   a) Less than 500 undergraduate enrollment* - 50 (or all faculty, if fewer than 50)

   b) 500 to 2,500 " " - 75

   c) 2,500 to 5,000 " " - 100

   d) More than 5,000 " " - 125

2. Nature of sample

   a) Full-time teaching faculty only, except at community colleges at which full-time and part-time should be sampled.

   b) Suggest stratifying at least by:

      1) Curricula division

      2) Faculty rank (i.e., within each subject division, randomly select the appropriate number of full profs, associates, assistants, etc.) If no faculty rank is used, "Instructor" should be checked under Item 113.

3. Logistics

   a) Could distribute IGIs through interoffice mail.

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*Total headcount

b) Would need a note from the campus head explaining the purpose and nature of the project and requesting the professor's cooperation.

c) Would need to follow-up - to obtain at least an 85% return.

III. Undergraduate Students

1. Size of sample

a) Less than 500 undergraduate enrollment - 75

b) 500 to 2,500 " " - 100

c) 2,500 to 5,000 " " - 125

d) More than 5,000 " " - 200

2. Nature of sample

Suggest stratifying at least by: 1) class; 2) curriculum division; 3) sex.

3. Logistics

a) Could administer IGIs in ten to fifteen carefully selected small classes or sections. Forms could be filled out in class, or distributed with instructions to return them at the next class meeting (the former is advisable).

b) Could draw a sample from school records; invite individuals to a central place to fill out the form. Caution: Select and invite more respondents than needed (will still end with a sample of volunteers).

c) Sample selection and data collection could be performed by an institutional research or survey research unit, or by a higher education or sociology class, as a class project.

IV. Graduate Students

1. Size of sample

a) Less than 50 graduate student enrollment - All graduate students

b) 50 to 500 " " " - 50

c) 500 to 1,000 " " " - 75

d) More than 1,000 " " " - 100

2. Nature of sample

a) Students enrolled at least half-time

b) Attempt to stratify by 1) graduate year (first, second);

subject or field; 3) sex.

3. Logistics

a) Could work through six or eight carefully selected seminars.

b) Might work through department chairmen; may need only a handful from each department.

c) 3b, c in III above

V. Administrators

1. Size of sample

a) Less than 500 undergraduate enrollment - 15 (or all administrators, if fewer than 15)

b) 500 to 2,500 " " - 20

c) 2,500 to 5,000 " " - 25

d) More than 5,000 " " - 30

2. Nature of sample

Not to include department chairmen. Should include the President, Vice-President, Deans, Registrar, Business Manager, Student Affairs Officer, and other comparable level positions.

3. Logistics

Same as II, 3

VI. Trustees

1. At community colleges and private institutions only.

2. Survey all. Exclude college president, if an ex-officio member.

3. May need to follow-up rigorously.

VII. Community People

1. Hardest constituent group to define for purposes of project.

2. Survey of community people optional for private institutions.

3. In general, a cross-section of literate adults residing in the vicinity of the campus ("literate" meaning able to read and understand most of the IGI. Not necessarily to mean opinion or intellectual leaders.)

4. Size of sample: 100 (all campuses)

5. Nature of sample

Try to select a cross-section of the local population in terms of sex, occupation and income.

6. Logistics

a) Suggest holding an invitational college/community convocation. An occasion for communicating and building understanding between town and gown. First on the agenda (after preliminaries): Explain work of the Commission and administer the IGI. Invite more than needed, or request RSVPs.

b) Sample selection and data collection could be a class project (overseen by aforementioned task force). Student should take IGI to respondent, explain project, pick up IGI next day.

c) Do not do a mail survey. Return rate will be too low, and follow-up difficult (and envelopes and postage expensive).

VIII. Miscellaneous

1. Local option goal statements

Each campus is strongly encouraged to develop up to ten goal statements reflecting possible goals unique to the campus that are not covered in the body of the inventory. Reproduce these on separate sheets, numbered 91 up to 100, and insert into the booklet between pages 10 and 11. Responses will be tabulated by ETS and reported back with the standard score report.

2. A second insert

One-page inserts will be sent from the Commission office in Helena to correspond with the arrival of your shipment of IGIs. These should be inserted between pages 10 and 11, after the locally-written ten goal statements dealing with public higher education in general in Montana (these will be numbered 101 through 110).

3. The inventory with inserts will require close to an hour on the average to fill out. It is essentially self-administering.

4. Subgroup Item 118

When completed IGIs have been gathered together, a clerk at the college will need to mark:

One - All IGIs from faculty
Two - All IGIs from undergraduate students
Three - All IGIs from graduate students
Four - All IGIs from administrators
Five - All IGIs from community people

DO NOT MARK ITEM 118 FOR TRUSTEES

This needs to be done so that results for the several constituent groups

can be reported together in a single score report for the campus.

5. Additional biographical data (sex, further age breakdowns, etc.) may be obtained by the institution from the respondents in Items 119 through 124. Utilization of this section of the IGI is, of course, optional.

6. Questionnaires for trustees (ONLY for the community colleges and the private colleges) will be sent from the Commission office directly to the institutions, and should be returned with the questionnaires for all other constituent groups.

7. Ship completed IGI booklets (minus any inserts) as soon as possible, but no later than January 31, 1974, to:

   Beth Richter
   Commission on Post-Secondary Education
   201 East 6th Avenue, Suite 5
   Helena, Montana 59601

   Bundle IGIs for each constituent group (faculty, students, trustees, etc.) separately (within a larger box).

   Do not ship until all forms have been collected (i.e., do not first ship almost all IGIs, and then later send a dozen that have accumulated in the meantime.)

8. Institutional results should be forthcoming to the college within six weeks of receipt of completed IGIs in Helena.

9. Institutional researchers may obtain a copy of the data tape from ETS, Princeton, at cost, for purposes of additional local analyses.

10. Call or write Beth Richter (449-2727 - address above) if you have questions or problems.

11. If you have any surplus IGI booklets, please return them to the Commission Office (address above).

SAMPLE SIZES FOR MONTANA'S INSTITUTIONS

INSTITUTION	UNDER GRADUATES	GRADUATE STUDENTS	FACULTY	ADMINIS-TRATORS	COMMUNITY
University of Montana	200	100	125	[illegible]	100
Montana State University	200	75	125	25	100
Montana College of Mineral Science & Technology	100	38	47	15	100
Western Montana College	100	50	44	15	100
Eastern Montana College	125	50	100	20	100
Northern Montana College	100	50	73	15	100
Flathead Valley Community College	100	—	75	15	100
Miles Community College	100	—	29	15	100
Dawson College	75	—	28	10	100
Carroll College	100	—	75	15	Optional
College of Great Falls	100	34	75	15	Optional